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Assessing the Attitudes and Motivations of Secondary School Students towards Learning Awign Language in Dangila Woreda and Sub-City

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BAHIR DAR UNIVERSITY

FACULTY OF HUMANITIES

**DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE**

MA IN APPLIED LINGUISTICS AND COMMUNICATION

**ASSESSING THE ATTITUDES AND MOTIVATIONS OF SECONDARY
SCHOOL STUDENTS TOWARDS LEARNING AWIGN LANGUAGE: IN
THE CASE OF DANGILA WOREDA AND SUB-CITY**

BY: ENDESHAW ALEMU

JUNE, 2023

BAHIR DAR, ETHIOPIA

BAHIR DAR UNIVERSITY
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
MA IN APPLIED LINGUISTICS AND COMMUNICATION

Assessing the Attitudes and Motivations of Secondary School Students towards
Learning Awign Language in Dangila Woreda and Sub-City

A Research Study Submitted to Department of English Language and Literature
in Partial Fulfillment for the Degree of Masters of Arts in Applied Linguistics
and Communication.

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June 2023

Bahir Dar, Ethiopia

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MA IN APPLIED LINGUISTICS AND COMMUNICATION

APPROVAL SHEET OF THESIS FOR ADVISORS

As the thesis advisor, we confirm that we have provided extensive supervision, precisely read, and thoroughly evaluated the thesis entitled with “Assessing the Attitudes and Motivations of secondary school Students towards Learning Awign Language in Dangila Woreda and Sub-city” Under our careful guidance. Based on our comprehensive assessment, we wholeheartedly recommend that this thesis have been submitted as a fulfillment of the thesis requirement.

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APPROVAL OF THESIS FOR DEFENSE RESULT

As members of the board of examiners for MA thesis defense examination, we confirm that we have read, evaluated, and examined the thesis in titled with " Assessing the Attitudes and Motivations of secondary school Students towards Learning Awign Language in Dangila woreda and sub city ‘’authored by Endeshaw Alemu Semegn. After careful consideration, we are delighted to recommend the approval of this remarkable thesis as it has commendably fulfilled all the necessary requirements for the degree of MA in Applied Linguistics and Communication.

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DECLARATION

I here declared that the thesis entitled "Assessing the Attitudes and Motivations of Secondary School Students towards Learning Awign Language: In the case of Dangila Woreda and Sub-City" has been carried out by me under the supervision of Dr. Berhanu Engedaw and Dr. Charie Mesefen at the department of English language and literature in Bahir Dar University, during the year of 2023 for the requirement of a Master's degree in applied linguistics and communication.

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ABSTRACT

This study examined the attitudes and motivations of secondary school students' towards learning Awign language as a language in Dangila woreda and in the sub-city. A descriptive survey research design was used. The target populations of this study were both grade nine and ten students and Awign teachers at Afesa, Mengesha Jembere, and Tumha secondary schools. 182 sample students were selected for the questionnaire, while 12 students and 6 Awign language teachers were chosen for interviews using simple random sampling technique. The data was collected through questionnaires, interviews, and focus group discussions (FGD). The reliability of the developed questionnaires was assessed using Cronbach's alpha, indicating good reliability consistency above 0.75. Then the researcher used a qualitative data analysis method to analyze and interpret the open-ended questionnaire, interviews, and FGD. The obtained data from close-ended questionnaires were analyzed quantitatively using SPSS, which contains descriptive statistics such as frequency, percentage, mean scores, including G, mean, and standard deviations. The major finding of the study indicates students possess unfavorable attitude towards learning Awign language as a language and they were neither instrumentally nor integratively motivated to learn Awign language. Several factors were found to influence learners' attitudes and motivations, including lack of reference materials, lack of interest; lack of positive feedback from teachers, prejudice; insufficient practice opportunities, inadequate encouragement from families and teachers, inadequate background knowledge, and textbooks. Furthermore, the study revealed that secondary school students did not frequently use Awign language across various domains. In light of these findings, the study suggests that promoting the students' awareness regarding learning Awign language should be prioritized within the school system to address and overcome the negative attitudes and motivations of learners towards learning the language.

Keywords: language learning, Attitude, motivation, instrumental motivation, integrative motivation

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CHAPTER ONE

Introduction

1.1. Background of the Study

Ethiopia is a linguistically diverse nation where people speak a variety of languages from distinct language groups. One of those is the family of Cushitic languages. In northern Ethiopia, especially in the Amhara region, there is a language that belongs to the Cushitic language family called the Awign language. The southern island of Agew, known as Awign, is located in the Agew/Awi zone, which has been divided into smaller islands: Bilen in Eritrea, Qimant in Begemider, Xamtanga in Lasta, and Agew in Gojjam (Cohen, 2005, cited in Amare, 2020: 201).

The majority of these language speakers (Bilen, Xamtanga, and Qimant) are switching to Amharic except for those who speak Awign in the Amhara region, where Awign is utilized as a primary education medium of instruction. For its native speakers, Awign is the language used for instruction and learning. Agew's southernmost island is called Awi zone, and Injibara is the capital city of Awi zone (Cohen, 2005, cited in Amare, 2020: 201). This zone is located in the southwest of Ethiopia's Amhara region. West Gojjam zones border to the north and east, West Gojjam zones and Oromia region to the south, and Benshangul Gumuz region to the west. Both Awign and Amharic are utilized as the primary languages of instruction at different elementary schools in various woredas of Awi zone, and they are also taught as courses in secondary schools. With this understanding of Awign language, the researcher conducted research on the attitudes and motivations of secondary school students towards learning Awign language in Dangila Woreda and in the sub-city.

It is better to understand the general over view of language before proceeding to language learning; language is a crucial tool for the development of education at school. The educational quality is language dependent. According to Wolff (as cited in Heugh et al., 2007:8), "every language is not everything in education, but without language everything is

nothing in education." This quote implies that the language used in schools plays a crucial role in shaping learning and teaching activities.

In Ethiopia, both the previous and present governments have implemented different language policies for daily communication and instructional purposes in schools. For instance, the federal government of Ethiopia has made efforts to recognize the right of individuals to use their language as a medium of instruction in elementary schools (Article 39:2). As part of this, the government has introduced a new policy called the Education and Training Policy, which advocates for the use of national languages as a medium of instruction in primary school education.

Based on this, it has been noted that the utilization of the Awign language as a medium of instruction (MOI) started in the year 1996. The application of this language has been observed specifically in the Awi zone, where it serves as the MOI from grade 3 to grade 8. Subsequently, it has given as a subject from grade 9 to grade 10. This study primarily focuses on the central concerns regarding language instruction in the Dangila Woreda and its corresponding town. Dangila is found isolated having been split from the ones continuous and natively spoken Agaw language in the Northern half of the country (Heltrozron, 1996:22). According to the 2007 national census conducted by the central statistical agency of Ethiopia (CSA) the two largest ethnic groups reported in Dangila woreda were the Amhara (78.65%), and the Awi (21.13%). Amharic was spoken as a first language by 83.24%, and 16.65% of the people spoke Awign; the remaining 0.11% spoke all other primary languages.

Having this, majority of the students who learn in Dangila woreda learn Awign language as second language and Amharic as a first language. Having this, the researcher sought to assess whether students hold a negative or a positive attitude and identify their motivations towards learning Awign language in Dangila secondary schools. Beside, Student attitude is seen as a crucial component of learning, so language learning must take it into consideration (Anwar & Louis, 2017: 160). Language learning has an important role in many societies, as it is the language that separates the influential class from the rest of the individuals who live in a society (Gajalakshmi, 2013: 1-7). Therefore, it is thought that attitude toward learning affects our activities like choosing the language, reading books, speaking a foreign language, etc. If

students approach any subject with a positive attitude, they can accomplish a lot in that particular field, especially in education. The environment in, which the pupils are raised and their language learning's are interconnected. The success of language learning is strongly influenced by both negative and positive attitudes (Gajalakshmi, 2013: 1-7).

According to Sultan et al. (2020), embracing the journey of language learning empowers individuals to embrace a profound shift in their perspective, fostering personal growth and societal integration. Learning a new language is an effective tool that helps the students to change their behavior in light of their aspirations and social expectations. The student's attitude is a crucial component of learning; hence, attitude is also seen as a crucial component of language learning. The term "attitude" in the context of language acquisition is also linked to the language proficiency, instructional strategies, and classroom activities that students engage in (Megersa, 2016: 765). The learning process is considered a positive change in a person's personality regarding their cognitive, behavioral, and emotional attitudes.

According to Megersa (2016: 765), learning is effective when a close positive relationship exists between a teacher and a student. The attitude of a student towards a teacher can also hinder the learning process. This indicates that language attitude refers to how users feel about the language they are using. It can be either positive or negative. The language that has been used as a medium of instruction at school will inevitably be interpreted differently by pupils, teachers, and parents. Gajalakshmi (2013; 1-2) stated that attitude contains three components; the first component is about the attitudes connected to the cognitive component. This might include perceptions or beliefs regarding the situation or an object connected to the attitude. The second component is the emotional component. This indicated that the situation or object connected to the attitude might produce likes or dislikes. The third component is related to the attitudes that have a behavioral component, for instance; specific attitudes tend to motivate learners to accept specific learning behaviors.

According to Gardner (2006), cited in Alharbi, (2022:01), the attitude of the learner is considered one of the key elements influencing language acquisition and determining the learner's performance. The quality of instruction (which includes the instructor, curriculum, and lesson plans), the student's perceptions of the target language, and the student's

perceptions of the sociocultural setting are just a few of the variables that can affect the students' attitudes.

When we see the concept of motivation, it is the process that initiates, guides, and sustains goal-oriented behaviors and actions. It characterizes an individual's desires, actions, and needs (Mahadi & Jafari, 2012). Motivation is a key component in the process of learning a language. If language teachers do not comprehend the connection between motivation and its impact on language acquisition, they will not be able to teach a language in an effective manner. Motivation is primarily driven by what is sometimes referred to as passion, which has to do with a person's innate goals and aspirations. Effective learners are aware of their preferences, strengths, and shortcomings and they may use their strengths to compensate for their weaknesses. Learners require high-quality input, engagement, and opportunities for meaningful output in order to make progress and stay motivated when studying a language (Oroujlou and Vahedi, 2011: 195). This indicated that, without sufficient motivation, even individuals with the most outstanding abilities cannot accomplish long-term goals. To learn a language, one needs to put in a great deal of effort, time, and energy.

From scholars view stated above, we can understand the significance of motivation and attitude as driving forces in learning the language as well as it is important for language instructors to have an aware of their students' preferences and attitudes towards the target language. This understanding enables instructors to better cater to their students' needs and create a conducive learning environment. However, In Dangila woreda and sub-city, the importance of understanding students' motivation and attitude towards the target language cannot be overstated. Therefore, the focus of this study was to investigate the attitude and motivation of secondary school students towards language learning. By identifying these factors, the study aims to provide valuable insights for concerned bodies and recommend appropriate remedial actions to address any identified gaps.

1.2.Statement of the Problem

Ethiopia is a country having diversified ethnic groups with their own languages. In the past, the languages of Amharic and English were highly esteemed. As a result, most people had low esteem for other native languages. Recently, the constitution and the language-in-educational policy of Ethiopia in 1991 inspired the use of local languages (Alelegn, 2013: 1-2). The research conducted by Amare (2020) demonstrated that, in Awi zone, their local language (Awign language) is taught as a subject in addition to the dominant languages, Amharic and English, which are used in every aspect of society, including education. The local people were urged to give high prestige to Amharic and foreign languages but low prestige to their own local language, which is Awign. Having this, different researchers have tried to assess the attitudes of learners, parents, and teachers towards the learning of one's local language in the Ethiopian context, particularly in the Awi zone.

For instance, Amare (2020) at Debre Markos University conducted a study on Awi school communities' language attitudes as a medium of instruction. He used grade five and grade six students as samples to know the attitudes of students, teachers, and parents towards Awign as a medium of instruction. The research design was exploratory, as the researcher used more qualitative data. A purposive sampling technique was used to select the research area. A questionnaire and an interview were used to collect the data. A simple descriptive and thematic data analysis method is used. His finding demonstrated that parents and teachers were not interested in Awign language being used as a medium of instruction. Parents want their children to study in Amharic, the lingua franca, in Ethiopia. Teachers need more training and awareness about mother-tongue education in general and how to teach Awign in particular. Students showed interest in learning Awign language; nevertheless, their parents are influencing them to study Amharic. Although the current study and Amare's (2020) appears to be similar due to the target language, it is different in terms of the methodologies, the contents, and target populations. In particular, Amare's study did not consider the attitudes and motivations of secondary school students towards learning Awign in Dangila Woreda and in the sub-city. It did not investigate whether these students had a favorable attitude towards learning the language or not.

A research on the factors that affect the implementation of using Awign as a medium of instruction in the lower primary schools of Awi Administrative Zone was undertaken by Dessalew (2002) at Addis Ababa University. The research design was a descriptive survey method. A purposive and simple random sampling technique was used to select the sample. He used interview, focus group discussion, and questionnaires to gather the data. The findings highlighted various challenges in the implementation process, such as inadequate time to prepare curriculum materials, train teachers, convince parents, and organize offices and departments. In contrast with the preceding study, the current study was concentrate on students' attitudes and motivations towards learning Awign language, their usage of the language, and the possible factors that affects the learners' attitudes and motivations towards learning Awign in Dangila woreda and in the sub-city. It's worth noting that Dessalew's study did not cover Dangila district, and it was solely focused on the factors that affect implementation of Awign within the lower primary schools.

Having this in mind, the current study is completely different from the work of Amare (2020) and Dessalew (2002) because they did not pay attention to the attitudes and motivations of students who are learning Awign language in Dangila secondary schools, and their studies did not investigate whether the students in Dangila woreda and in the sub-city have positive attitudes towards the study of this language, or not, as well as the motivations of the students for the learning of Awign language. Thus, the current researcher tried to fill this knowledge gap by investigating the attitudes and motivations of students towards the learning of Awign language in Dangila woreda and in the sub-city. Specifically, the researcher examines whether the students exhibit positive or negative attitudes towards the learning of the language, and the motivations of secondary school learners behind their attitudes towards the language in Dangila woreda and in the sub-city.

Furthermore, based on the data currently available to the researcher, there are no research studies that clearly demonstrate the attitudes and motivations of secondary school students towards the learning of Awign language in Awi zone, particularly in Dangila woreda and in the sub-city. In Dangila woreda and in the sub-city Awign language is not widely used for communication purposes at government offices or in the educational sector. There are also constraints on the use of the language in the church, in the market, and in the school as well.

Based on this, the researcher believed that students from this woreda and in the sub-city seem to have an attitudinal and motivational problems and less achievement towards learning Awign language. Lack of a positive attitude may have serious implications for the lack of using and learning of the language. So, this research was the first study that focuses on the students' attitudes and motivations towards learning Awign language. In short, the researcher aims to assess the attitudes and motivations of secondary school students towards learning Awign language in Dangila woreda and sub-city. Having this general purpose in mind, the study tries to come up with possible answers for the following research questions:

- What are the attitudes of secondary school students toward learning Awign language in Dangila woreda and in the sub- city?
- Do Dangila secondary school students are motivated instrumentally or integratively to learn Awign language?
- What are the factors that influence the students' attitudes and motivations toward learning Awign language in Dangila woreda and in the sub city?
- Do secondary school students in Dangila woreda and in the sub- city use Awign language in their everyday context?

1.3. Research Objectives

1.3.1. General objective of the study

The general objective of this study is assessing the attitudes and motivations of secondary school students towards learning Awign language in Dangila woreda and in the sub city

1.3.2. Specific objectives of the study

The specific objectives of this study are:

- To identify the attitudes of secondary school students towards learning Awign language in Dangila woreda and in the sub city.
- To identify whether Dangila secondary school students are motivated instrumentally or integratively to learn Awign language
- To identify the major factors that influences the attitudes and motivations of students towards learning Awign language.

- To assess the language use of secondary school learners in a variety of everyday contexts.

1.4. Significance of the Study

Like other language attitude studies, this study may have the following main significances:

Firstly, the study may serve as a spring board for the researchers, curriculum experts and responsible persons as a source of information for further investigation. This includes conducting more specific and targeted research on the attitudes and motivations of learners towards language learning in schools.

Secondly, this study may give insight to the attitudes and motivations of secondary school students who are learning Awign language in Awi zone. Lastly, it is expected that the findings of this study will serve as a feedback to classroom teachers in Awign language, school directors, department experts and other concerned bodies in the zone, aiding them in understanding their strengths, weaknesses, and any challenges encountered during the implementation of language learning programs. Overall, this study has the potential to contribute measurable insights and recommendations that can inform future investigations and support decision-making processes in language education in the Awi zone particularly in Dangila woreda.

1.5. Scope of the Study

The study aimed to assess the attitudes and motivations of secondary school students towards learning Awign language in Dangila woreda and sub-city. Due to the large number of secondary schools in the area, it was not feasible to include all of them in the study. Furthermore, the constraints of time and the limited resources was enforced the researcher to focus on some selected secondary schools in Dangila woreda and in the sub city. As a result, the study focused on three selected secondary schools, with the aim of assessing the students' attitudes and motivations towards learning Awign language. Here, the researcher specifically investigated the students' attitudes and motivations towards learning Awign language, rather than the broader topic of language learning in general.

1.6. Limitations of the Study

The study could have been more comprehensive and more valuable if it had included all secondary schools in Dangila woreda and in the sub city. Due to the time factor and unmanageability of the sizes only three secondary schools were selected.

Involuntariness of students to participate for focus group discussion and interviews to be recorded during data collection process, actually, some students especially, females were shy and it was very difficult to record their voices, not only the students but also, involuntariness of some Awign language teachers to be recorded were a problem during the data collecting process. In this case, the researcher has been forced to write their responses in notes.

1.7. Organization of the Study

The study consists of five comprehensive chapters that diligently address different aspects of the research. The first chapter was presented the problem statement. The review of related literature was covered in the second chapter. The study design and methodology were covered in the third chapter. The fourth chapter was contained analysis and interpretation of the data. The summary of the findings, conclusion, and recommendations of the study were presented in the fifth chapter. Finally, references, sample questionnaires, and other relevant documents were attached to the last part of the thesis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Language Attitude

The concept of language attitude is different from the concepts of attitude because it is mainly targeted on language. So, language attitudes are the perspectives that speakers of different languages or dialects hold towards another's languages or to their own language. Peoples' attitudes regarding the language, or how they feel about it, may be directly related to how easily or how challenging they find it to learn and to acquire the new knowledge. Language attitudes may have an effect on first language, second language or foreign language learning and having better and a greater understanding of these attitudes will help to improve language teaching and learning. Numerous studies have examined the roles of attitude and motivation in the learning of a language, and the overall findings have shown that having positive attitudes and motivation is closely related to mastering the language (Gardner, 1985).

As Amin (2018: 27-30) stated that, the attitude of the language is essential in relation to a language because language attitudes can continue the living of a language. Attitude toward language is someone's mental attitude or feelings towards the position of their own language or other's languages. The language attitude also can be defined as the opinion or perceptions of a language, whether like or against the language, so the language selection is influenced by attitude. Levels of success for language learning are fundamentally determined by the learner's attitude toward a target language, its speakers, and the purposes for which the language is used. Therefore, someone who has strong convictions that engaging in the behavior would lead to positively valued consequences will have a positive attitude toward the behavior. On the other hand, a person with strong beliefs that their behavior would lead to unfavorable outcomes will bring negative attitude. Language attitude can be seen from these three perspectives, just like attitude. The qualities of each of these dimensions vary depending on the language attitude results (Akele, 2021: 71-88).

In general, the attitude of the language is essential in relation to a language because language attitudes can continue the living of a language. Attitude toward language is someone's mental attitude or feelings towards the position of their own language or other's languages. This indicated that, language attitudes as a concept are the feelings and thoughts that the people have about their own language or the language of others. The language attitude also can be defined as the opinion or perceptions of a language, whether like or not against the language, so our attitudes that we have influences our language selections (Amin, 2020).

As a result, there are three parts to the language attitude concept: behavioral, cognitive, and affective (Gajalakshmi, 2013: 1-2).

2.2.1. Behavioral Aspects of attitude

This refers to the observable behaviors and actions related to language learning. It includes activities such as speaking, writing, reading, and listening. The behavioral aspect focuses on the practical application and acquisition of language skills (Gardner, 1985). Further, the behavioral component of attitude concerned with how one act and responds in specific circumstances. In fact, successful language learning makes it easier for students to identify themselves with the language's native speakers and to pick up or adopt various habits of behaviors that characterize of the target language group (Gajalakshmi, 2013:1).

In general, the behavioral aspect of attitude focuses on a tendency or an action towards the language components and our past behaviors or experiences regarding the attitudes towards the language and the language community. This indicated that the idea that people might infer their attitudes from their previous actions.

2.2.2. Cognitive Aspect of Attitude

This pertains to the mental processes involved in language learning. It encompasses cognitive abilities such as memory, attention, perception, and problem-solving skills. The cognitive aspect involves understanding grammar rules, vocabulary, sentence structure, and other linguistic elements (Ellis, 1997). Further, this component of attitude is concerned with how language learners perceive the information they are given and how well they comprehend it as they learn the language. The four components of the cognitive attitude include producing

new knowledge, checking new knowledge, applying new knowledge in various contexts, and integrating the prior knowledge and the new one (Gajalakshmi, 2013: 2).

All in all, the cognitive aspects of attitude focus on how the person comes to know about the language, what he or she thinks, and assuming towards the learning of the language, these will influence the development of attitudes towards the language. Therefore, people who have positive attitudes about an attitude object or language tend to link it with positive attributes whereas people who have a negative attitude towards the language tend to link it with negative attributes.

2.2.3. Affective aspects of attitude

This refers to the emotional and attitudinal component of language learning. It includes learners' feelings, motivations, self-confidence, and beliefs towards the target language and its culture. The affective aspect plays a crucial role in shaping learners' engagement and willingness to interact with the language (Gardner, & Lambert 1959). In addition, Feng and Chen (2009, cited in Gajalakshmi, 2013:2) stated that, the emotional or an affective component of attitude refers to a peoples feeling or emotions linked to an attitude object. This indicated that, the students' attitude and perception toward the tasks they do and the materials (the subject) they learn are crucial for learning and development. Students and teachers participate in a variety of activities since learning is an emotional process (Musa et al., 2012). With regard to certain circumstances, attitude enables learners to articulate the things they like or dislike. The individual attitude is influenced by their inner sentiments and emotions.

In general, the process of learning is an emotional one. The learners' attitudes can be used to communicate whether they like or dislike the things or environmental circumstances. It is generally acknowledged that learners' inner thoughts and emotions affect their viewpoints and attitudes toward the target language.

2.3. The concept of motivation

Motivation is the main stimulant for starting to learn a native or second language. Later on, motivation becomes the strong force that keeps the lengthy and frequently exhausting learning process. Without enough motivation, even individuals with the most extraordinary abilities cannot achieve long-term goals and also lack of attention to these factors can lead to inefficiencies in learning a language (Kord, etal, 2022: 30).

According to Oroujlou, and Vahedi, (2011: 994-100), Motivation plays a great role in the process of learning a language. Language teachers cannot efficiently teach a language if they do not comprehend the effect of motivation on language acquisition. The principal of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and faults, and successfully utilize strengths and compensate for weaknesses. Successful language learning is associated to the learner's passion. And instructors should find ways to associate to this passion.

Learners need quality education, feedback, relations, and opportunities for meaningful output, not only to make improvement, but also to sustain motivation for language learning. A good teacher must knock into the sources of intrinsic motivation and find ways to associate them with external motivational factors that can be brought to a classroom situation. Since every learner has a different reason for learning a language, it is crucial for teachers to understand the goal of their students' and requirements in order to create motivational tactics that are effective for language learning. Students should understand why they need to make an effort, how long they must sustain that effort, how hard they should pursue it, and how motivated they feel toward their pursuits. Motivation varies, and it is interesting to keep language learners' motivation at a high level all the time. Teachers must keep in mind that each learner has different interests and expectations while planning a language course (Oroujlou and Vahedi, 2011). Based on this, in some studies students' motivation is classified into two types: instrumental and integrative motivation.

2.3.1. Instrumental motivation

As Hudson (2000) cited in Oroujlou and Vahedi (2011) stated that, instrumental motivation is characterized by the desire to obtain something practical or concrete from the study of a language. The purpose of language acquisition is more useful instrumental motivation, such as meeting the desires for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation and interpretations of work or achieving higher social status. When learning a first or second language, instrumental motivation is frequently present, when there is a little or no social integration of the learner into the target language group occurs.

2.3.2 Integrative Motivation

A student can be integratively motivated if he or she is stimulated to learn, willing to join the other language group, and grasps positive attitudes towards the learning process (Masgoret and Gardner, 2003). This kind of motivation is typical of someone who values the target language group and learns the language in order to integrate into it. Individuals who are integratively motivated should have an internal motivation to learn the language (Gardner, 1985). Integrative motivation suggests a positive perspective of L2 and its culture to the point where learners might want to integrate into L2 culture and connect with L2 speakers (Dornyei, 2005). Positive attitudes toward the target language group and a willingness to communicate with group members are the characteristics of integrative motivation (Qashoa, 2006). Integrative motivation is additionally described as internal evolution which learners do something for the pure pleasure of enjoyment (Tileston, 2010).

2.4. Factors in language attitudes

A person's attitude toward language is influenced by a number of things, including: Politics, ethnicity, race, prestige, and the degree of language difficulty are a few elements that might affect someone's attitude toward languages (Nur, 2021:102-118). Ibnian (2015) also stated different kinds of factors that influence language attitudes such as gender, family context, cognitive level, age, socio-economic status, strategies, methods and techniques, teaching learning environment and cultural pressure are some of the factors that affect the learners'

attitudes towards the learning of a language. Furthermore, language attitude can be affected by historical factor, sociocultural factors, prestige and power of the language, political factor; economic factor, religion, ethnicity, language policy, occupation, social class and language policy among others are some of the factors of language attitude (Olorunsogo, 2017).

Among some of the most essential factors of language attitude, family context, cultural factor and socioeconomic condition of language attitudes are social factors because they talk about how language attitudes are constructed in a different kind of situation with different kind of people.

Family is important in linguistic attitudes since it is the place and the people that one grows up with, and has great empathy with them. If a mother or fathers have unfavorable language attitudes, their children also learn the same bad language attitudes and they may have unfavorable attitude towards the learning of the language (Jane, 2006). Cultural factor produces language attitudes, since they share a similar culture with people living in the same country. If a person starts to think in a similar form because they share the same culture with that person, this situation is good because it creates in its own favorable attitude and motivations to learn other languages, but it could be negative if the person with that culture has unfavorable attitudes towards other languages (Montoya, 2013).

The socioeconomic conditions are the most important factor to create the attitude to language. People who can afford to travel frequently come into contact with various languages, which increase their motivations and improve their perceptions towards learning other languages. On the other side, people find it harder to travel when they don't have enough money and they may not improve their attitudes and motivations towards the learning of the language. In this case, they don't stay in contact with other languages for a long time (Montoya, 2013). In addition to this, the learning styles also influence the student's attitude towards the learning process. Students' attitudes are determined by their perceptions that they have towards the results or qualities of completing a task at a later stage (Musa et al., 2012).

Furthermore, in learning the language it is very essential that the students have positive attitude and perception towards the language based tasks they carry out and the subject they

learn. The two types of attitude which affect the learning process of students include: attitude about learning climate and attitude about classroom tasks. The role of classroom climate is very important in the learning process. The climate is conceptualized in terms of factors such as quantity and quality of the resources available, physical environment of the class and acceptance by the teachers in the class along with other factors (Mariadass & Kashef, 2012).

The other basic factor that affects the attitudes and motivations of learners towards the learning of the language is a positive or negative relationship between teacher and student. Learning is facilitated when smooth relationship exists between a student with student, and a teacher with a student. The way a student feels about their teacher can also be a cause for teaching-learning process and their ability to learn the language. If a student dislike his/her teacher or teaching methodology or teacher language competence, or motiveless by classroom activities, he/she may really be unable to perform at its optimum level.

In language learning, the word attitude is also connected to the teachers' methodology, language proficiency, and classroom activities that students are given the opportunity to engage in and out of the classroom. Attitudes are situational and can therefore be generalized. Language, teacher, class, book and homework are within the frame of reference of learning and within the situation of school. If a student who doesn't like learning the language, he/ she may not have a positive outlook towards the school, the teachers and the home works that are given by his/ her teacher. Therefore, in order to increase the effectiveness of the pupils in language learning programs, positive attitudes and feelings are required. (Megersa, 2018: 38-39).

All in all, there are different kinds of factors that influence language attitudes. Although in this research the researcher mentioned some of them such as family context, cultural factors, socioeconomic condition, gender, age, cognitive level, accent and some methods that can influence language attitude. Moreover, the learning and teaching styles influence the student's attitude towards the language learning process. Because learning is an emotional process and students and teachers get involved in various activities.

2.5. Language Use

Everyone uses the language as their primary mode of interpersonal interaction to convey knowledge and engage in argumentation. The use of a language is a form of social interaction that occurs in various situations. Speaking with other language users will be the activity that will sustain social contact. Language is also a means to show self-identity. Through language, we can show our viewpoint, our origins and nations, our educational level, even our nature (Amin, 2020: 27). In this case, the language cannot be segregated from culture because language represents its nation and it has close relation to the attitude or perceptions of different speakers of the languages. Language attitude is more closely related with language choice and language maintenance. If a community has favorable attitude towards a language, then that language might be preserved or used regularly, but if they have unfavorable attitudes, the speech community may incline to the use of another language and they may not be worried about that language. Having this, language usage refers to the communication meaning of language in different context. It is equivalent to use, which describes the rules of developing language and the structural components we employ to use it (Rabiah Sitti, 2012:1 and Eyilachew, 2020:23).

Language use can be investigated from different domains, such as language used in the work domain, family domain or religious domain, etc. it can be analyzed from different perspectives, the first one emphasizes on sociological perspective of people's behavior, opinion and categorization of each of the languages, the second one is psychological perspective, it focuses on the perspective about peoples state of mind to choose a certain language or language varieties. And the final one is the anthropological perspective which concerns about the effect of external factors like culture (Hasi-nan et al 2004:6 cited in Eyilachew, 2020:32).

Language use in public affairs cannot be clearly distinguished from the daily life; the word is meant to include a person's transactions in a larger area, for example, in a market town; usage in commerce, trades, and occupations generally would fall within this category. Language use in government could be included the use of public affairs, but the specific position it typically occupies, it is best viewed as a separate category of the language. (William, 2015: 244).

Language is the most crucial instrumental use of language in a given linguistic manifestation. A literary use of language is one in which verbal expression serves as its own goal. The most significant instrumental applications for the specific linguistic terms and a literary use of languages are the one in which verbal expression serves as its own goal. For instance, language usage in education includes the use of a language as a medium of instruction at all academic levels, from kindergarten to graduate school. Religion has traditionally placed a high value on language, as may be seen in the liturgy, prayers, sermons, sacred texts, and so forth (William, 2015: 245).

Language can be expressed in speaking or in writing, but the relative value of speaking and writing can vary greatly depending on the context, with speaking predominating and writing in others. From a broader perspective, language functions can be categorized as either informal or formal, which provides us with function categories. Again, both spoken and written language must be considered; as a result, we can divide language into four categories: formal spoken, formal written, informal written and informal spoken. Informal functions are most frequently performed using spoken language and formal functions using written language, so the first two function groups must be regarded as predominate (William, 2015: 245).

Humans have the potential to employ complex language, significantly more than any other creature on Earth. We work together to communicate using language; language is frequently used to discuss, even create and maintain, our social world (Kashima, 2023). This indicated that, when people use language to describe an experience, the verbal representation they have created and significantly shapes their ideas and feelings rather than the genuine experience.

2.6. Theoretical Framework

Language attitude is a broad concept that may be characterized as a dynamic structure of learner attitude as well as a component of existential competences. When we conduct a study on language attitude, there are two theoretical approaches to the study of language attitudes: behaviorist and mentalist view of language attitudes. The behaviorist approach considers attitudes to be behaviors or responses to a given situation (McKenzie, 2010). And also, Apple and Muysken (1987) cited in Behailu Korma (2010) stated that, the behaviorist approach

suggests that attitudes can be observed through individuals' language reactions. This indicated that, attitude is an overt or explicit behavior which can be identified physically. This point of view makes the research easier to undertake, since it requires no self-reports or indirect inferences. It is only necessary to notice, organize, and analyze overt behavior.

According to McKenzie (2010; 21), the mentalist perspective believed that "attitude is an internal state evoked by some type of stimulation and which may mediate the organism's subsequent response." This indicated that, attitude is a covert/ implicit behavior which cannot be directly and easily identified.

For this reason, the majority of language attitude researchers suggest the mentalist view for instance: (Fasold, 1984; 147, Baker (1992), McKenzie, 2010; 21). Having this, the researcher believes that the mentalist view plays a great role for this research in different perspectives since it provides logical findings which enable us to predict other behaviors; moreover, it poses significant research problem because as stated earlier, attitudes are internal mental states which cannot be directly observed, but have to be inferred from behavior or from self-reported data which are of questionable validity. The multicomponent or unicomponental idea of linguistic attitudes is what distinguishes these two schools of thought. While attitudes for behaviorists only have one component, the affective, for mentalists they have three: the affective, the conative, and the cognitive. The behaviorist approach has a serious scientific disadvantage because it views attitudes as a single unit. The mentalist approach is free from this limitation (McKenzie, 2010). Due to this reason, the researcher used the mentalist view to investigate the attitudes of secondary school students towards the learning of Awign language in Dangila woreda and sub city.

When it comes to the motivational theory, motivation is defined as the reason for doing something, the combination of desire and effort in order to attain a goal (Gardner, 1985). Dörnyei's (2005) stated that motivational model includes general and situation-specific learning motivations. Specific linguistic needs and learner attitudes toward the language and its culture is the outcomes of instrumental and integrative motives in language learning. This motivational foundation has a significant impact on learners' attitude towards language acquisition and their effectiveness in learning the language.

An instrumental and integrative motivation in language learning is a stem for the unique linguistic needs and individual attitudes that they have towards a language and its culture. This kind of motivational background is very much influenced by the learner's attitudes toward the target language and its native speakers. The idea self represents the language learner's wishes and desires that he/she would like to achieve in the near future for his/her language attitudes, language learning experiences and individual well-being. This type of motivational background is highly dependent on the learner's attitudes towards the target language and its native speakers. Apart from the distinction referring to language learning motivation, we need to point out a distinction regarding linguistic needs and language use of instrumental and integrative language learning motivations.

Instrumental motivation is the desire to learn a language for the purpose of obtaining necessary credentials and enhancing professional prospects. More specifically, a learner is instrumentally motivated when she/he has the desire to learn a language to pass an exam, to use it when visiting a foreign country, and can quantify their progress towards achieving these goals and to get a well-paid job, and in our case, some external learning motivations such as those connected to linguistic prestige – state language, international language, etc. (Wilkins, 1972 in Mohammed, 2018).

On the other hand, integrative motivation is the desire to learn a language to communicate with the people of the language society and mix up in their culture. So in the sense of integrative motivation the learners can communicate in confidence with a speaking community (Chalak and Kassaian, 2010).

Having this general concept, learners might have instrumental or integrative reasons for learning a language, and, designed to complement and providing greater clarity in identifying aspects of motivation. This kind of systematic investigation provides insight into the underlying mechanisms that facilitate the acquisition of knowledge and the development of skills. There are many possible reasons for studying a language. Probably a major number of Awign language learners in Dangila woreda and sub city secondary schools do it because it is on the curriculum. Some people may want to study Awign or another foreign language because they think it offers a chance for advancement in their professional lives. The students

in Dangila secondary schools may need to learn Awign language to survive in that community or to get a good job. Therefore; the researcher used instrumental and integrative theories of motivational intensity to measure the motivations of students towards the learning of Awign language and to assess the situations of the students' specific reason to learn the language.

2.7. Review of Related Works

2.7.1. Language attitude studies in some European and Asian countries

Numerous researches on attitudes toward language learning have been done all around the world. Those studies had their own purpose, method, and findings. Here, the researcher reviewed some of those works which are more related with the current study. Those previous language attitude works are reviewed in detail because, the detail information helps the researcher to understand which data gathering instrument is best and how the data should be analyzed to investigate the learners' language attitudes and motivations.

For instance, Pham and Nguyen (2020) conducted a research on the attitude towards English language learning among non- English majored students at Travink University. The main focuses of this study was to identify students' attitude towards English language learning, to find out the difference of English attitude by gender and by three specializations, and to draw some teaching implications at Travin University. Participants consists of 89 students from the three specialization; office administration, tourism and medical physician. He was designed the questionnaire in terms of behavioral, cognitive and emotional aspect of attitude. Based on the above instruments, the findings of this research reveals, the students have average positive attitude towards English and there are no attitudinal difference by gender, but the attitude towards English language learning is not similar on the three major specializations.

Abdullah et al. (2020) carried out a study on investigating the students' attitude and motivation in learning English as a second language among four higher institutions in Malaysia. The main objective of the study was to examine their motivation and attitude towards learning English as a second language. For data collection, 28 items was adapted

from Gardner's Attitude/Motivation Test Battery (AMTB); an online questionnaire was distributed in getting the data. As the data revealed that, Students' have positive attitudes towards learning English as second language and their motivational level is found to be high.

Widodo, et.al (2018), conducted a study entitled with "Attitude and Motivation in Learning a Local Language." the main objective of the study was attempted to investigate how individual differences with regard to attitude and motivation are correlated in language learning. The data collecting instruments were questionnaire. The data of attitude and motivation, which were collected through questionnaires, were analyzed by undertaking correlation analyses. The findings show that attitude and motivation was significantly correlated. The pedagogical implications were also provided in this study.

Ahmed, (2015) carried out a research on attitudes towards English language learning among EFL learners at UMSKAL. The main concern of the study was investigating their attitude towards English learning and causes that might have hindered their learning. For data collection, 19 item questionnaires were designed and administered on 238 students. The finding reveals that, the attitude towards English language learning and using the language in various domains of usage is extremely positive. The data also revealed that most of the students had negative feelings or fear regarding classroom instructions in their learning experience. Students of different fields varied in attitudes towards English language learning in terms of domains of usage and focus of learning skills, which shows that a single curriculum or teaching methodology is not adequate.

Alharbi, (2022) studied the attitudes of Saudi health track students on learning English for specific purpose. The study applies mixed methods by conducting a survey and follow-up interviews to gather information from 57 Saudi students enrolled at the preparatory year program, and interviews with 25 students. The finding reveals that, the students have a moderately positive attitude toward learning English. In addition to that, the study reports some factors which shape the students' positive attitudes toward learning English: teaching quality, classroom scenario, and classroom environment.

Zulida binti, Abdul Kadir et al. (2020) conducted a study to investigating students' attitude and motivation in learning English as a second language among four Malaysia higher

institutions. 471 respondents were participated randomly in this study by Using 28 items, adapted from Gardner's Attitude/Motivation Test Battery (AMTB). And they were distributed an online questionnaire to gather the data. According to the findings of this study, students' motivational level is found to be high and the respondents have positive attitude in learning English.

Maud van Steen (2019) conducted a study on the attitudes towards learning English as a second language in primary schools in Mauritius. The main focus of this study was analyzing the attitudes of children, parents and teachers towards learning English as a second language and as an instruction language. Mixed methods were used and the study had been done using questionnaire and interview: Questionnaires were filled out by children, parents and teachers and interviews were held with children, parents, teachers and MIE students. As the finding showed that Children, parents and teachers had a positive attitude towards English because they feel it is very important for children's career perspectives.

Ganapathy and Ying (2016) conducted research entitled with "attitude and motivation of students towards learning English as second language in a secondary school in Penang." the objective of this study was understanding the attitudes and motivational level of the students in a secondary school in Penang and identifying the various factors, which influence their attitudes and motivational levels. The study has been done using focus group interviews, based on this instrument; the results of the research confirm students have developed both positive and negative attitudes and motivation towards ESL due to the lack of proper

2.7.2. Language Attitudes research in Ethiopian Context

As the researcher main concern is to investigate attitudinal and motivational studies in the Ethiopian context or Community, the following studies consider language attitudes towards a certain language in such community or in Ethiopian context. Even though there are no a great number of studies on students attitude and motivation toward learning a local language as a language in Ethiopia context with the socio linguistics perspectives, there are studies done in the area of attitudes toward a particular language. Here, some of those previous works are reviewed with complete information: title, objective, instrument, data analysis methods and findings of the studies. Furthermore, the previous language attitude works are reviewed in detail because, the detail information helps the researcher to understand which data gathering

instrument is best and how the data should be analyzed to investigate the learners' language attitudes.

Kidist (2012) conducted a research in Addis Ababa University on the attitudes towards using Amharic and English as instructional languages: the case of three private primary schools in Bahir Dar. The main objective of this descriptive study were tried to investigate the attitudes of teachers, directors, parents and students, and parent teacher associations towards using Amharic and English as instructional languages. The data had been collected through questionnaires, interview, focus group discussion and observation. Having those tools, the result of the data was analyzed and described qualitatively and quantitatively. Based on this, the data from questionnaires was analyzed through qualitative and quantitative method of analysis.

The findings of the study revealed that, teachers, directors, parent teacher associations, parents and students have positive attitudes towards using Amharic and English as instructional languages in the teaching learning process of Mathematics or Environmental Science subjects on learners primary grade levels, however, there are many problems including unqualified of teachers on the application of this practice.

Behailu (2010) had carried out study in Addis Ababa University entitled with 'Grade 9 and 11 Students' attitude and motivation towards local languages (Amharic and Afan Oromo) in education: the case of Bishoftu secondary and Preparatory schools. To this end, he employed a descriptive survey method to collect and analyze data. The sampling techniques applied in the study were simple random, purposive sampling and availability sampling (techniques). The data collecting instruments were questionnaire, interview, and observation. The data were collected and analyzed both quantitatively and qualitatively. Mean, grand mean, counts, and percentage were computed to analyze the quantitative data collected by using questionnaire. The data gathered through interview and observations were analyzed using descriptive statements and explanations. T test was employed to see if there are statistically significant difference between male and female, Amharic and Afan Oromo speakers and grade 9 and 11 students.

Having those methods and instruments, the results indicated that, students have high proficiency in Amharic and low proficiency in Afan Oromo. This indicated that, Students have negative attitude towards local languages in general (Afan Oromo). However, students had positive attitude towards English. Respondents have negative attitude towards their local languages. As to their motivational orientation, they are both instrumentally and integratively motivated in learning their second language. Furthermore, there is some statistically significant difference between sexes. However, there is no statistically significant difference between languages and grade level.

Gashaw (2012) conducted a study on the attitudes of Arba Minch primary school students and their parents, teachers, and school administrators toward the use of Gamogna, Amharic and English languages in the primary education system. 289 respondents were participated. He collected the data by using questionnaires, interviews and focus group discussions. The data was analyzed qualitatively and quantitatively. His finding revealed that, Arba Minch town primary schools' students, teachers, school administrators and parents had positive attitudes towards all three languages.

Amare (2020) had carried out a study entitled with "Awi School Communities' language attitude as a medium of instruction." The main objective of this study had been to know the present attitude of students, teachers and parents towards Awign as a medium of instruction in lower grade levels. The research design was exploratory as the researcher used more of qualitative data. Primary and secondary sources of data were used to obtain appropriate data. Purposive sampling technique was used to select the research area. The data gathering instrument was questionnaire and interview. So, he was used closed ended questionnaire and semi structured interview in order to get accurate data. Simple descriptive and thematic data analysis method is used as a means of data analysis technique. Based on those methods and instruments the findings of this research reveal that, parents and teachers were not interested for Awign language being used as a means of instruction. But, Students have interest to learn in Awign language, but their parents are influencing them to study in Amharic.

Megersa (2018) had carried out a study entitled with "student's attitude & motivation towards English language learning: English major students at Dire Dawa University in focus. This study was aimed to describe the existing students' attitude and motivation towards

English language learning. In order to get the intended data, the researcher prepared close ended attitude questions and filled for English major students. The reliability of questions with all variables were evaluated by using Cronbach's Alpha and the reliability of result is greater than 0.7. The data was analyzed quantitatively using SPSS that contains descriptive statistics such as mean scores and standard deviations.

The result of the study revealed that students showed a positive attitude towards English language in general and English language learning in particular. Moreover, the subjects' responses revealed that they are instrumentally motivated to learn the language. Finally, the researcher would like to recommend that teaching is not getting in front of the class; teachers' needs to be doing more to get students in taking an active role in their learning.

In the above sub-section, some researchers who conducted a research related to my topic in European and Ethiopia contexts are reviewed. Though everything in their research is not directly related to my research, the way they approach their study is somehow related to mine. So based on this, I have developed my research questionnaire, methodologies and literatures by taking the above scholars statement as a model and some of the questionnaires have been adapted from them.

CHAPTER THREE

Research Methodology

As previously stated, this study attempted to assess the attitudes and motivations of secondary school learners toward learning Awign language in Dangila woreda and in the sub-city. Primarily, this chapter deals with the research methods to be used to collect the desired data and analyzed it in order to achieve the objective of the study. It included the research design, source of data, description of the study area, sample size, sampling techniques; data collection instruments, a pilot test; procedure of data collection, methods of data analysis and interpretation, and ethical considerations.

3.1. Research Design

Research designs are the arrangements of conditions and analysis of data that give explicit guidelines for the procedures in a research design within qualitative, quantitative, and mixed-method approaches (Denzin & Lincoln, 2011). The design available to the researcher has grown to analyze and articulate new procedures for conducting social science research. So, the descriptive survey research method was used to get relevant information for the study about the attitudes and motivations of learners towards the learning of the language. With the aim of collecting more in-depth data, the researcher used a mixed-method of research approach.

A mixed technique provides an advantage for improving comprehension of a complex event by combining numerical trends from quantitative data with specific information from qualitative data. In general, using mixed methodology increases the study's credibility and enables it to gather important or adequate information from the respondents. So a mixed method involves the combination or integration of qualitative and quantitative research data in a research study. Qualitative data tends to be open-ended without predetermined responses, while quantitative data usually includes closed-ended responses found on questionnaires.

3.2. Description of the Study Area

The main concern of this study is to assess the attitudes and motivations of secondary school students towards the learning of Awign language in Dangila woreda and in the sub-city in Awi zone. Awi zone is located in the south-western part of Amhara Regional State. This zone has five woredas: Dangila, Banja Shikudad, Fagitalekoma, Guangua, and Ankesha Guagusa.

Based on this, this study was conducted particularly in Dnagila woreda and in the sub-city in Awi zone. Dangila is a town in north-western Ethiopia, located in the administration of the Amhara regional state, particularly in Awi zone. Bordered with south Achefer woreda in the North, Jawi woreda in the West, Fagita Lekoma woreda in the South, and Mecha woreda in the East, it is found 78 km away from Bahir Dar, which is the capital city of the Amhara region, and 40 km away from Kosober (the capital city of Awi zone). According to the educational sector in Dangila Woreda and the sub-city, there are four secondary schools in Dangila Woreda and three secondary schools in the sub-city. Those are Tumha, Chara, Afesa, Gisa, Mengesha Jemberie, Hedasi, and Dangila Mesenado, respectively. From the seven secondary schools, the researcher selected only three schools, particularly Afesa, Mengesha Jemberie, and Tumha secondary schools.

3.2. Source of Data

The researcher used primary sources of data to gather relevant information. The primary sources of data were students and teachers at Afesa, Mengesh, and Tumha secondary schools in Dangila woreda and in the sub-city, and the primary data was collected from questioners, Moreover, to ensure the accuracy and confirmation of the students' responses from questionnaires, the researcher conducted interviews for both Awign language teachers and students. Additionally, to further supplement the research findings, the researcher also organized focus group discussions. All these efforts were made to ensure a comprehensive and reliable analysis of the topic at hand.

3.3. Target population of the study

The target populations of this study were grade 9 and grade 10 students and Awign language teachers in Dangila woreda and in the sub-city, particularly at Afesa, Mengesh Jemberie, and Tumeha secondary schools.

3.4. Sample size and Sampling Techniques

The population of this study consisted of secondary school Awign language teachers and learners in Dangila woreda and sub-city. There are seven secondary schools in Dangila Woreda and in the sub-city at Awi Zone; based on this, Afesa, Mengesh, and Tumha secondary schools were selected randomly from the total secondary schools in Dangila Woreda and sub-city, because it is difficult to address all secondary schools in the area to understand and analyze the students' attitudes and motivations towards the learning of Awign in Dangila secondary schools. The researcher used a simple random sampling technique to select the schools and the study participants from the three schools in Dangila Woreda and sub-city. Furthermore, the researcher randomly selected six sections from each school based on their grade level. The random selection of the participants may provide reliable data in relation to the objective of the study.

There are 1,006 students and 2 Awign language teachers at Afesa secondary school; there are also 1,798 students and 7 Awign language teachers at Mengesh secondary school. There are 927 students and 3 teachers at Tumeha Secondary School in Dangila Woreda and in the sub-city. In order to determine the sample size from the three schools, the researcher used the following formula of Watson 2001, which asserts that the smallest sample size "n" that gives the desired precision can be computed from the following equation:

$$n = \frac{\left[\frac{p(1-p)}{(A^2/Z^2) + P \frac{(1-P)}{N}} \right]}{R}$$

Where n: sample size required

N: total number of population

A: degree of precision or the desired margin of error, expressed as a decimal: (i.e. 3%, 5%, 6.5%, 8.5%, 10%)

Z: based on confidence level: 1.96 for 95% confidence

P: estimated variance in population as a decimal (0.5 for 5-50, 0.3 for 70-300)

R: estimated response rate, as a decimal

The total number of students considered in Dangila woreda and in the sub-city for selected stratum, was 3731, accordingly, for the degree of precision of 0.065, z value 1.96, the P value 0.3, the confidence level 95%, assuming the response rate is 100%, and the total sample size was also 182.

Table 1: *Sample schools by the total number of target population and sample size*

Sample schools	Total population of the study	Sample size	% of the total sample
Afesa secondary school	1006	49	27
Mengesha secondary school	1798	88	48
Tumha secondary school	927	45	25
Total	3731	182	100

Having this in mind, the researcher selected 63 (27%) of students from the total of 1,006 students at Afesa secondary school; 88 (48%) of students from the total of 1,798 students at Mengesha secondary school, and from the total of 927 students at Tumha secondary school, the researcher selected 45 (25%) of students using simple random sampling techniques; because the researcher used this technique to give an equal chance for the participants to be the part of the study.

On the other hand, there are 12 Awign language teachers from the three secondary schools in Dangila Woreda. So the researcher took 6 Awign language teachers from the total of 12 Awign language teachers by using simple random sampling techniques. The main reason that the research selected only Awign language teachers for the participants of the study in the school is that, Awign language teachers are one of the educational agents related to the language, and they are experts on the socio-linguistic perspective of the language, so, they

may provide relevant data for the study, due to this, interviewing them is important. So, the researcher took the half number of Awign language teachers from the three secondary schools in Dangila Woreda and in the sub-city. Therefore, the researcher took six Awign language teachers and 12 students for the interview, and 182 students from a total of 3,731 students were taken for questionnaires in Dangila woreda and in the sub-city secondary schools. However, the responses of seven respondents were excluded due to their incorrect responses to the questionnaires.

3.5. Data Gathering Tools

In the language survey, the surveyor used different data-collecting instruments like sociolinguistic questionnaires, interviews, and focus group discussions. So in this research, the researcher conducted the study by gathering relevant information through preparing data-gathering tools like questionnaires, interviews, and focus group discussions.

3.5.1. Questionnaire

The researcher prepared questionnaires as the main tool of data collection instruments for this research. So, the researcher prepared closed-ended and open-ended questionnaires for the students to get relevant information from the respondents about their attitudes and motivations towards learning Awign language in Dangila woreda and in the sub-city secondary schools and the factors that may influence their attitudes and motivations towards the learning of the language. The researcher adapted the questionnaires that have been developed by other scholars on language attitudes and motivations like Pham and Nguyen, (2020), Eyilachew, (2020), Ganapathy and Ying, (2016), Behailu, (2010) etc.

The questionnaires prepared for the students were divided into several sections. The first part focused attitudinal and motivational questions with five-Likert scale responses ranging from strongly agree to strongly disagree, as well as some statements that have been used to determine the students' attitude towards learning Awign language. And the second part was about questions related to the factors that influence the attitudes and motivations of students to learn Awign language, and the last part was about questions related to the use of Awign language by the students in the classroom and outside the classroom.

3.5.2. Interview

In addition to the questionnaires, the researcher gathered relevant data through preparing interviews for students and Awign language teachers from the school. So, the researcher selected 12 students and 6 Awign language teachers randomly from the three secondary schools for interview. It was basically needed to get additional data and for the confirmation of the data that the researcher collects from other tools. Furthermore, the main purpose of the interview was to obtain data or information to achieve the objective of the study and to crosscheck, supplement, and triangulate the information gathered using various quantitative data collection instruments.

The interview questions aimed to collect additional data from learners and Awign language teachers. As a result, the researcher prepared semi-structured interview questions for the interviewee. The questions were prepared related to the students' attitudes and motivations towards the learning of Awign language, as well as the extent to which Awign is used by the students in and out of the classroom. And also, questions related to the possible factors that may affect the learning of the language.

3.5.3. Focus group discussion

Focus group discussion was the other method, which is employed to obtain necessary data from secondary school learners in Dangila woreda and in the sub-city. Focus groups are a way of collecting qualitative data, which is essentially engaging with a small number of people in an informal group discussion. It enables the researcher to gather large amounts of information in limited periods of time. For applied linguistic researchers concerned with examining group interactions, the method can be very influential. Considering a large segment of applied linguistic research concerns itself with attitudes, beliefs, and social practices, focus groups should ideally play a larger role in applied linguistic research methodology (Rose, et al. 2019:176).

In this study, focus group discussion was used to investigate secondary school students' attitudes and motivations towards the learning and the use of Awign language as a language. Thus, the researcher prepared 6 groups of students for focus group discussion, and 48 students selected randomly for the participant of the study from grade nine and grade ten

students. Here, questions were prepared on their attitudes and motivations towards learning Awign language. Then, opinions from some of the participants were put in the form of notes and some of them were in the form of recording their voices. As a result, some of the students' shyness-especially the female respondents, it was very difficult to record their voices, thus, the researcher would preferred to capture their responses in the form of notes.

3.6. Pilot Study

A pilot study serves as a valuable test of proposed methods, and it is used to test the reliability and validity of items conducted on a smaller scale. In this context, the pilot test was useful in identifying any issues that students may encounter while responding to the questionnaire. In general, the pilot test was a helpful indicator for purifying questionnaire items for the final study by adding new ones and removing others. As a result, ambiguity in the statements was modified, the clarity of the items and instructions was checked, the lengthy nature of the statements was correctly connected, and basic feedback was provided. The questionnaires were initially written in English before being translated into Amharic.

In the pilot study, the whole research process, from data collection to report writing, was try to ensure trustworthiness in the form of reliability and validity. Therefore, the reliability of the questionnaire to be employed in the data collection was pre-tested in a pilot study through grade nine and grade ten students.

Table 2: *Reliability Statistics*

Items related with the following variables	Cronbach alpha
Attitudinal questionnaires	0.868
Motivational questionnaires	0.839
Factor based questionnaires	0.751
Language use questionnaires	0.887

For reliability test, a pilot study was administered on 30 secondary school students other than the participants of the study. The questionnaire reliability was computed using Cronbach Alpha Analysis. The overall reliability of Attitudinal, motivational; factor based, and language use questionnaires were 0.868, 0.839, 0.751, and 0.887, respectively, which is very acceptable for administering the questionnaire. Generally, the results of the internal consistency of the measurements in this study was high, and the questionnaires were acceptable for the analysis to assess the attitudes and motivations towards the learning of Awign language, the factors that influence the attitudes and motivations to learn the language, and the use of Awign language in different domains.

Finally, to ensure the content of the questionnaire was valid, it was given to my research advisors (language specialists) from Bahir Dar University to comment on. Based on their comments, some items were deleted and others were modified.

3.7. Procedure of Data Collection

First, the researcher informed the school directors about the issue of the work by giving them a letter. Furthermore, the participants assured that the information were strictly confidential, used for research purposes, and wouldn't impact their grades. Then the questionnaires were distributed to the students by the researcher and the coordinators of the school compound. Close supervision by the researcher was given during the administration. The questionnaire instructions were explained by the researcher himself. And the feedback was collected. And then, the focus group discussion was conducted for secondary school students. Later on, by arranging the programs for each school, interviews were conducted for students and Awign language teachers.

3.8. Methods of Data Analysis and Interpretation

Data analysis refers to "summarizing, organizing, shifting, and synthesizing the data to arrive at the results and conclusions of the research" (Seliger & Shohamy, 1989, cited in Kidist Alemie, 2012). As a result, the data gathered from the aforementioned sources was finally categorized and tabulated in accordance with their degree of resemblance. The processes the

researcher used throughout the data analysis included presentations, explanations, interpretations of the data, and links between the data with relevant literature.

Then, the data analyzed quantitatively and qualitatively. To analyze the data obtained through a closed-ended questionnaire, a quantitative method was employed using SPSS software, such as mean, and standard deviation. Additionally, to identify any statistically significant differences between the respondents' mean results and the average mean value, a one-sample t-test was conducted. This systematic analysis guarantees the reliability and validity of the findings, ensuring the soundness of the study's conclusion.

Qualitative data from open-ended questionnaire, interview, and FGD were transcribed, coded, and analyzed thematically to ensure the validity and reliability of the findings, the qualitative analysis was used to crosscheck, supplement, and triangulate the results obtained from the questionnaires administered at various levels. This approach helped to enhance the comprehensiveness and accuracy of the overall findings.

In the analysis of Likert scale questions, the options "strongly agree" and "agree" were interpreted as favorable attitudes. Neither agree nor disagree were interpreted as neutral attitudes. On the other hand, the options "strongly disagree" and "disagree" were also interpreted as unfavorable attitudes.

3.9. Ethical Consideration

Legal and moral aspects of the community were considered before, during, and while the data were collected, analyzed, and synthesized on the student's attitudes towards the learning of Awign language. The overall components, objectives, results, significance, and dissemination of the project were legally communicated in verbal format with the concerned body in the school. A positive relationship was established with the school members as much as possible, the identified speech community norms and values were formally respected, and the speech community and the students who participated in this study were properly acknowledged.

CHAPTER FOUR

Data Analysis and Interpretation

This chapter provides a comprehensive response to the research questions posed in the first chapter, which aimed to investigate the language attitudes and motivations towards learning Awign in Dangila Woreda and the sub-city. The data collected from the field through questionnaires, interviews, and focus group discussions were analyzed using SPSS and descriptive statistics. The closed-ended questionnaire was prepared in the form of a Likert-scale, which ranges from strongly agree to strongly disagree. It was represented from number 5 to 1: 5=strongly agree, 4=agree, 3=undecided, 2 = disagree, and 1 = strongly disagree. The open-ended questions, interviews, and focus group discussions were analyzed through the review of the data and developed a set of themes and concepts according to which the data were labeled, sorted, and synthesized. The raw data were labeled systematically by giving codes or references. At this point both interview and FGD contained references to more than one of them. The response with similar content or properties were sorted or located together. In addition, the results interrelationships were interpreted, analyzed, and discussed, with the support of related literature.

Based on the responses given to the questionnaire, the mean values of each question were calculated. The response with a mean score value greater than 3 is considered as a positive attitude and high motivation. On the other hand, the mean score value of less than 3 is considered as a negative attitude and low motivation. But the mean score value of just 3 is interpreted as neutral attitude. Here, seven papers were rejected during the analysis and interpretation of the data due to incomplete and incorrect responses.

4.1. Questionnaire Result

4.1.1. Learners Attitude towards learning Awign language as a language

The table below showed the attitudes of learners towards the learning of Awign language as a language. The table contains three aspects of language attitude as a statement and evaluates

the respondents' attitude about their language directly or indirectly. The table showed the response in mean, standard deviation, and grand mean, t-value, significant value, and degree of freedom. The evaluation is measured with respect to different degrees that ranges from strongly negative attitude to strongly positive attitude, there is also a neutral feeling in between. Based on the mean value and standard deviations of the respondents who strongly agree, agree, neither nor, strongly disagree, and, disagree, the researcher is going to draw the conclusions about their attitudes and motivations presented under the table. And the whole participants of this study response towards their attitudes and motivations concerning the learning of the language were summarized as follows.

A. Emotional aspect of language attitude towards Awign

The table below presents the descriptive statistics of the emotional aspect of language attitude among the respondents towards the learning of Awign language. The table includes 10 items that evaluate the respondents' attitudes towards Awign language in various contexts.

Table 3: *Descriptive Statistics of emotional aspect of language attitude*

No	Items	M	SD
1	I like to speak Awign language everywhere even outside the school.	2.33	1.521
2	It embarrasses me to give answers and to speak in front of my teachers, and other students in Awign language.***	3.45	1.4
3	I am anxious that the other students in class will laugh at me when I speak Awign language.***	3.52	1.347
4	Awign language classes are always among my favorite classes.	2.23	1.288
5	To be honest, I really have little interest to speak in Awign language.***	3.55	1.535
6	Learning Awign language makes us feel proud and able to create new thoughts.	2.38	1.408
7	I prefer studying in Awign language rather than any other local languages.	2.16	1.235
8	I wish I could speak Awign language fluently.	2.41	1.467
9	It gives me a pleasure when I attend the school meeting in Awign language.	2.35	1.317
10	I like to meet the person who speaks Awign language.	2.58	1.427
	G. mean	2.35	
	SD	0.14	
	T	-12.7	
	Sig2	0.00	

Df	9
MD	-0.651

Note: ***: Reverse items, No: number, M: mean, GM: grand mean, SD: standard deviation, T: t-value, sig₂: significant, Df: degree of freedom, MD: mean difference

As indicated in Table 4.1, the mean score with the negatively worded statement revealed that students expressed their negative attitudes with the item "It embarrasses me to give answers and to speak in front of my teachers, and other students in Awign language. It is inclined to "agree" with a mean score of (M = 3.45, SD = 1.40). Similarly, the statement "I am anxious that the other students in the class will laugh at me when I speak Awign language" also showed a tendency to "agree," with a mean value of 3.52 (SD = 1.34). Furthermore, participants expressed agreement with the negatively worded statement "To be honest, I really have little interest in speaking Awign language," with a mean value of 3.54 (SD = 1.53). As a result, all the mean scores for these negatively-worded statements were above the expected average mean. This suggested that a majority of the learners who participated in this study experienced feelings of embarrassment, anxiety, and they had little interest when they communicate in Awign language.

The findings from the study indicated that the mean scores of item 1, 4, 6, 7, 8, 9, and 10 were below the expected average mean. Specifically, the mean scores were 2.33 (SD = 1.521), 2.23 (SD = 1.288), 2.38 (SD = 1.408), 2.16 (SD = 1.235), 2.41 (SD = 1.467), 2.35 (SD = 1.317), and 2.58 (SD = 1.427), respectively. These scores suggested that the frequency of those items was inclined to "disagree." The majority of the teachers and students supported this idea during interviews. This indicated that the majority of the respondents did not possess a strong desire or feeling to learn Awign language (see appendix 3 A and B). This unfavorable attitude towards learning Awign language appears to undermine their confidence and discourages them from learning Awign language as a language.

In general, the grand mean score for all the items of an emotional aspect of attitudes towards Awign language is below the expected average mean (G. M = 2.35, SD=0.0136), indicating that the respondents had an overall negative attitude towards the learning of Awign language. In this case, the way students act (related to embracement), the way they speak in Awign, the way they dislike to learn the language, their shyness to communicate with their classmates in Awign, and the way they talk in the school as well as outside can determine their attitudes in

a negative manner. It can be concluded that their feelings or emotions towards Awign language were not positive.

A one-sample t-test was conducted to determine if there was a statistically significant difference between the mean score of secondary school students on the affective aspects of language learning and the hypothesized mean score. Overall, the t-test result of the secondary school respondent's language learning on the affective aspect (M = 2.35, SD = 0.136, MD = -0.651) was statistically highly significant with M = 3, SD = 0.136, t (6) = -12.70, p = 0.000. Further, the t-test of the negatively worded statements (M= 3.51, SD= 0.54) was significant with M = 3, SD = 0.54, MD = 0.507, t (2) = 16.24, P = 0.044. This counts as evidence that the statistical significant between the sample mean and the respondent's mean result as a whole is real.

B. Cognitive aspects of language learning towards Awign language

The table below presents the descriptive statistics on the cognitive aspect of language attitude towards learning Awign language. The table consists of nine items that evaluate the respondents' attitudes towards the learning of Awign language in various contexts.

Table 4: *Descriptive Statistics on the Cognitive aspect of Language attitude*

No	Items	M	SD
1	Learning Awign language is crucial to advance my education.	2.29	1.317
2	If there is language school which teaches Awign language, I will learn it on my own.	2.21	1.214
3	Being good at Awign language will help me study other subjects well.	2.25	1.256
4	Learning Awign language has increased my knowledge and understanding.	2.15	1.251
5	I cannot summarize the important points in Awign language.***	3.77	1.297
6	Learning Awign helps me to communicate in Awign language. ***	2.21	1.241
7	I cannot apply the knowledge from Awign subject in my real life.***	3.58	1.471
8	Learning Awign language makes me feel more confident and expressing myself.	2.14	1.346
9	I enjoy in learning Awign language because I like people who speak Awign language.	2.10	1.218
	G. mean	2.05	
	SD	.356	
	T	-7.06	

Sig2	0.000
Df	8
MD	-0.946

Note: ***: Reverse items, No: number, M: mean, GM: grand mean, SD: standard deviation, T: t-value, sig₂: significant, Df: degree of freedom, MD: mean difference

As indicated in Table 4.3, the mean scores for the negatively worded statements revealed that students expressed their negative attitudes toward the learning of the language, Specifically, when it came to the statement "I cannot summarize the important points in Awign language." is inclined to "agree" with a mean score of (M = 3.771, SD = 1.297). Similarly, the statement "I cannot apply the knowledge from Awign subject in my real life." is also inclined to "agree" with a mean value of (M = 3.583, SD = 1.471). Here, all the above mean scores are higher than the expected average mean, this indicates that a majority of the learners cannot summarize the important points in Awign language and they cannot apply their knowledge in real-life situations.

The mean scores of item 1, 2, 3, 4, 6, 8, and 9 were 2.29 (SD = 1.317), 2.206 (SD = 1.214), 2.25 (SD = 1.256), 2.15 (SD = 1.251), 2.23 (SD = 1.241), 2.14 (SD = 1.346), and 2.10 (SD = 1.218), respectively, all of which had mean values less than 3 and it assigned to low mean values. So the frequency of those items was inclined to "disagree." This indicates that the majority of the respondents did not have a strong belief or perceptions to learn Awign language as a language. All teachers also supported this idea when they interviewed the learners' attitudes towards learning Awign language. Therefore, the learners did not have a positive attitude towards the learning of Awign language as a language for the advancement of their language proficiency in education.

The cognitive aspect of attitude towards Awign language represents the lowest grand mean score for all the items (G.M = 2.05). This indicated that the students have unfavorable beliefs or opinions about Awign language learning. Specifically, most of them are not aware of the importance of Awign language in their studies and their workplace in the future, with the lowest mean scores. The standard deviation for all items was (SD = 0.356), which indicates a relatively low level of variability in responses across the sample. The reverse-coded items

(marked with ***) were included to control response bias and ensure the reliability of the survey results.

Here, a one-sample t-test was conducted to determine if the mean result of respondents is significantly different from the hypothesized average mean score “3”. Overall, like that of the respondents mean value the t-test result of secondary school respondents language learning on the cognitive aspect (M = 2.05, SD = 0.356, MD = -0.949) was statistically highly significant from M = 3, SD = 0.156, t (6) = -7.06, p = 0.000. Further, the t-test of the negatively worded statements (M = 3.68, SD= 0.133) was significant with M = 3, SD = 0.133, MD = 0.677, t (1) = 7.19, P = 0.088. This counts as evidence that the statistical significant between the sample mean and the respondent’s mean result as a whole is real.

C. Behavioral aspect of Language attitude towards learning Awign

The table below provides descriptive statistics of behavioral aspect of language attitude towards Awign language. The data was collected using Likert scale questionnaires, where respondents had to choose their level of agreement or disagreement with certain statements related to Awign language. The responses were tabulated and analyzed for their mean and standard deviations.

Table 5: *Descriptive Statistics of Behavioral aspect of Language attitude*

No	Items	M	SD
1	Learning Awign language helps me to have good relationships with friends.	2.4	1.4
2	When I hear a student in my class who speaks Awign language fluently, I like to practice speaking with him/her.	2.3	1.3
3	My parents encourage me to speak Awign language perfectly.	2.1	1.2
4	Learning Awign language helps me to improve my personality.	2.4	1.4
5	I am not relaxed whenever I have to speak in Awign language***	3.5	1.5
6	Outside of the class I read Awign books and magazines.	2.1	1.3
	G. mean	2.4	
	SD	.144	
	T	-11.12	
	Sig2	0.000	
	Df	5	
	MD	-0.717	

Note: No: number, M: mean, GM: grand mean, SD: standard deviation, T: t-value, sig₂: significant, Df: degree of freedom, MD: mean difference

As indicated in Table 4.4, the mean scores of items 1, 2, 3, 4, and 6 with their standard deviations were 2.4 (SD = 1.4), 2.3 (SD = 1.3), 2.1 (SD = 1.2), 2.4 (SD = 1.4), and 2.1 (SD = 1.3), respectively, which is below the expected average mean. So the frequency of those items was inclined to "disagree." This indicated that the majority of the respondents did not want to learn Awign language as a language. All interviewed teachers supported this idea when they interviewed the learners' attitudes towards learning Awign language. Therefore, the learners had unfavorable attitude towards the learning of Awign language as a language. This demonstrates that they are not rationed for learning Awign language in a formal and informal setting.

The mean scores for the negatively worded statement revealed that students expressed their negative attitudes with the negative statement, "I am not relaxed whenever I have to speak in Awign language." is inclined to agree with a mean score of (M = 3.5, SD = 1.5). Here, the above mean score of the negative statement is higher than the expected average mean; this indicated that the majority of respondents were not relaxed whenever they have to speak in Awign language. In this case, they had an unfavorable attitude towards the learning of Awign language as a language. This demonstrates that they are not interested in learning Awign language in every day context.

All in all, from the above table results, one may safely conclude that the majority of secondary school students have an unfavorable behavioral attitude towards the learning of Awign language in a formal and informal setting. This can be confirmed by the grand mean of the above six statements (G.M. = 2.28, SD = 0.144), which is below the expected average mean. The sociolinguistic analysis of this data suggests that there may be a negative social stigma associated with Awign language, which could be affecting the attitudes towards learning the language. It is also possible to say that respondents may not see the practical benefits or relevance of learning Awign language, which could be contributing to their negative attitudes.

A one-sample t-test was conducted to determine if the mean result of secondary school students on the behavioral aspects of language learning is significantly different from the average mean of “3”. Overall, the t-test result of secondary school respondent's language learning on the behavioral aspect ($M = 2.28$, $SD = 0.14$, $MD = -0.95$) was statistically highly significant with $M = 3$, $SD = 0.14$, $t(4) = -11.12$, $p = 0.00$. This counts as evidence that the statistical significant between the hypothesis mean and the respondent's mean result as a whole is real.

All interviewed teachers and the majority of the students supported this idea when they interviewed the learners' attitudes towards learning Awign language (see appendix 3A and B). According to their responses, the majority of the students are likely to be unwilling to their language learning, and they are not competent enough to make a good instruction with their friends in Awign language even they don't worry about their language learning, and they sometimes considered learning Awign language is waste of time. This indicated that majority of secondary school students are disinterested (have unfavorable attitude) to learn the language as a language. Therefore, the learners had unfavorable attitude towards the learning of Awign language as a language. This demonstrates that they are not rationed for learning Awign language in a formal and informal setting.

4.2.1 Motivation of Students

4.2.1. Motivation of Students

As in the study of review literature, the two main categories of motivation are integrative and instrumental motivations. Here, the learners' favorable attitudes about the target language group and their desire to integrate into the target language community are the characteristics of integrative motivation. However, the desire to receive some sort of reward, whether it may be social or economic, and political reward is the characteristics of instrumental motivation

A. The integrative motivations of learners towards learning Awign

The table below triggers nine questions regarding the integrative motivations of learners towards Awign language in Dangila woreda and sub-city. The intention of the questions was to know their motivational reasons towards learning Awign language as a language in Dangila.

Table 6: *Descriptive Statistics on the integrative motivations of learners*

No	Items	M	SD
1	Learning Awign language enables me to understand Awign books, stories, movies prepared in Awign.	2.30	1.468
2	Learning Awign language enables me to better understand and appreciate the ways of life of native speakers.	2.55	1.413
3	Studying Awign language enables me to discuss interesting issues in Awign with the people from other linguistic backgrounds.	2.49	1.299
4	Learning Awign language enables me to share my knowledge to other people, for instance, giving directions to a tourist.	2.54	1.401
5	Learning Awign language enables me to participate freely in academic, social, and professional activities with the people from other cultural backgrounds.	2.49	1.381
6	Learning Awign language enables me to speak like native speakers: e.g. accent, tone and using Awign expressions.	2.43	1.366
7	Studying Awign language enables me to be an open-minded and sociable person.	2.29	1.232
8	Awign language enables me to achieve maximum proficiency.	2.49	1.384
9	Learning Awign language is important for me because it will enable me to better understand and appreciate the culture, art and literature of the people.	2.42	1.419
	G. mean	2.44	
	SD	.095	
	T	-17.62	
	Sig ₂	0.000	
	Df	8	
	MD	-.555	

Key: No: number, M: mean, GM: grand mean, SD: standard deviation, T: t-value
sig₂: significant, Df: degree of freedom, MD: mean difference

Based on the analysis of the data presented in Table 4.5, it can be observed that the mean score for all items (1-9) was 2.44, with a standard deviation of (SD=0.095). This indicates that the mean value is below the expected average mean, so the frequency of those items was inclined to "disagree." Here, the majority of the respondents seemed to believe that learning the Awign language would not enable them to understand and appreciate the culture, art, and literature of the people. They also felt that learning Awign would not allow them to share

their knowledge with others, comprehend Awign books, stories, and movies, understand the ways of life of native speakers, or freely participate in academic, social, and professional activities with individuals from other cultural backgrounds. Additionally, they did not express pride in studying Awign language to engage in meaningful discussions regarding interesting topics with people from other linguistic backgrounds.

From the above table results, one can safely conclude that the majority of secondary school students believed that learning the language does not provide significant benefits in terms of cultural understanding, knowledge sharing, language comprehension; social integration, and intellectual engagement. Therefore, Based on these findings, it is not possible to conclude that secondary school students are integratively motivated to learn the Awign language.

A one- sample t-test was conducted to determine if there was statistically significant difference between the respondents mean value with the hypothesized mean value. Overall, the t-test result of secondary school respondent's language learning on the integrative aspect ($M = 2.44$, $SD = 0.095$, $MD = -0.555$) was statistically highly significant from $M = 3$, $SD = 0.095$, $t(8) = -17.62$, $p = 0.00$. This counts as evidence that the statistical significant between the sample mean and the respondent's mean result as a whole is real.

B. Instrumental motivations of learners towards learning Awign

The table below presents the descriptive statistics of instrumental aspect of language learning motivations for Awign language. The respondents from Dangila site responded as follows:

Table 7: Descriptive Statistics on the instrumental motivations of learners

No	Items	M	SD
1	I use Awign language for doing class assignments and to pass the exams in school.	2.6	1.6
2	Being proficient in Awign language can lead to more success and achievements in life.	2.6	1.4
3	Being proficient in Awign language makes other people respect me.	2.3	1.3
4	Learning Awign language will be useful in getting a good job.	2.5	1.5
5	Learning Awign language is very important for travelling everywhere.	2.6	1.6
6	Learning Awign language is very important for making a knowledgeable and skillful person.	2.6	1.5
GM		2.53	

SD	.121
T	-9.44
Sig2	.000
Df	5
MD	-.467

Note: No: number, M: mean, GM: grand mean, SD: standard deviation, T: t-value, sig₂: significant, Df: degree of freedom, MD: mean difference

The mean scores of item 1, 2, 3, 4, 5, and 6 in Table 4.6 with standard deviations, were 2.6 (SD = 1.6), 2.6 (SD = 1.4), 2.3 (SD = 1.3), 2.5 (SD = 1.5), 2.6 (SD = 1.6), and 2.6 (SD = 1.5), respectively, which is below the expected average mean. So the frequency of those items was inclined to "disagree." From this understanding, it can be inferred that the learners were not instrumentally motivated to learn the Awign language. While some learners showed a level of interest in preserving the language, the majority of secondary school students in Dangila Woreda and the sub-city were not bothered about the learning of Awign language as a language for practical purposes such as passing exams, achieving success, discussing interesting issues; getting good job opportunities, and becoming knowledgeable and skilled person. Therefore, one may carefully conclude that the majority of secondary school students are not instrumentally motivated to learn Awign language.

In this study, the researcher conducted a one-sample t-test to examine whether the average response of the respondents is significantly different from the hypothesized mean value. Like the respondents mean value, the associated p-value indicated a significant difference compared to the average mean score of secondary school students on the integrative aspects of language learning motivation. Overall, the t-test result of secondary school respondent's language learning on the integrative aspect was (M = 2.53, SD = 0.121, MD = -0.467) statistically highly significant from M = 3, SD = 0.0121, t (5) = -9.44, p = 0.00. This counts as evidence supporting the notion that a statistically significant difference between the sample mean and the respondents' mean as a whole is real.

This finding is supported by the findings of the data from open-ended questionnaires, majority of the respondents from the open-ended questionnaire said that learning Awign language is not learning a national language, it is not the best language to get a good job and

to improve our future life, even it is not a good language to achieve our long term goals, furthermore, some respondents said that, Awign language is only spoken in a particular area, it is not a lingua franca language in Ethiopia, due to this reason, Awign language does not have any function other than a means of communication at home; they believed that the language is useless for national affairs, here they conclude that learning Awign language is simply waste of time.

4.3.1. Descriptive Statistics of factor based aspect of language attitude

The table below presents an analysis of students' responses related to the factors that affect their attitudes and motivations towards learning Awign language.

Table 8: *Students' response related to factors that affect their attitude and motivations*

No	Items	M	SD
1	Unfavorable teachers teaching style.	3.58	1.364
2	Poor classroom environment	3.29	1.362
3	Lack of teacher's positive feedback.	3.64	1.12
4	Lack of smooth relationship between teachers and students.	3.82	1.2038
5	Unavailability of Awign language teaching materials.	4.25	1.035
6	The difficulty nature of the language.	4.01	1.232
7	Lack of interest.	3.69	1.392
8	Lack of reference materials related to the Awign language in the library.	4.27	1.094
9	Lack of background knowledge on Awign language.	3.89	0.976
10	Negative perception and Motivation of the language.	3.62	1.178
11	Negative perception towards the language community.	3.52	1.213
	G. mean	3.81	
	SD	0.326	
	T	8.21	
	Sig2	0.00	
	Df	10	
	MD	0.807	

Note: No: number, M: mean, GM: grand mean, SD: standard deviation, T: t-value
sig₂: significant Df: degree of freedom, MD: mean difference

The above Table 4.7, reveals the factors that affect the attitudes and motivations of learners towards learning Awign language, The mean score of item number 5, and 8 above were more than 4, which is ($M = 4.25$, and 4.27) with standard deviations of ($SD = 1.035$, and 1.094), respectively, which is above the expected average mean. So the frequency of those items was inclined to "strongly agree." Therefore, this indicated that, the unavailability of teaching materials, and the lack of reference materials related to the Awign language in the library are the primary factors that affect the learner's attitudes and motivations towards learning the Awign language. This idea is consistent with the findings from the interviews and focus group discussions. Therefore, the unavailability of teaching materials and reference materials is hindering the efforts of learners to promote the learning of Awign language.

On the other hand, the mean score of item number 1, 2, 3, 4, 6, 9, 10, and 11 lies between 3.52 and 4.01. In which the respondent's responses to these items were inclined to "agree", this indicating that the majority of learners believed the above-listed factor-based statements were the main factor that affects their attitudes and motivations towards the learning of Awign language as a language.

Further, the grand mean of the above 11 items was ($G, M = 3.81$) with a standard deviation of ($SD = 0.326$), which is above the expected average mean. In this case, the student's attitudes and motivations towards the learning of Awign language were highly influenced by the above-mentioned factors listed in table 7. All interviewed students also supported this idea when they were interviewed about the factors that affect their attitudes and motivations toward learning the language as a language. Further, this finding is also supported by the finding of the data from focus group discussions, and teachers' interviews. This collective agreement among the interviewed students further strengthens the finding, emphasizing the significance of these identified factors in shaping their language learning experience.

The findings from a one-sample t-test revealed a noteworthy distinction between the sample mean and the mean results reported by the respondents. Specifically, the analysis focused on the factors influencing the attitudes and motivations of secondary school students towards language learning. The obtained p-value further supported the statistically significant difference observed in the sample mean results. Overall, the t-test result of secondary school

respondent's language learning on the factor- based statements was ($M = 3.81$, $SD = 0.326$, $MD = 0.807$) statistically highly significant with respect to the expected average mean $M = 3$, $SD = 0.326$, $t(10) = 8.21$, $p = 0.00$. These findings provide compelling evidence that the observed statistical significance between the sample mean and the respondents' mean results is indeed real.

All interviewed students also supported this idea when they were interviewed about the factors that affect their attitudes and motivations toward learning the language as a language. Further, this finding is also supported by the finding of the data from focus group discussions, and teachers' interviews and they mention some of the factors like: lack of support from the government, lack of attention, lack of using Awign reference materials in time, the difficulty nature of the language, lack of practice, prejudice, ethnocentrism, negative attitudes of the language speakers, lack of awareness on the importance of the language, and lack of reference materials supported by Google are some of the common factors that affect the students' attitudes and motivations towards the learning of the language. This collective agreement among the interviewed students further strengthens the finding, emphasizing the significance of these identified factors in shaping their language learning experience.

In conclusion, it is imperative to address these fundamental issues to overcome the students' negative attitudes and motivations towards Awign language learning. By doing so, teacher's effectiveness and student engagement can be enhanced, and leading to the overall success of the educational programs.

4.4.1 Descriptive statistics of students language use

The table below presents the descriptive statistics of students' language use in different contexts or domains related to Awign language. The table consists of nine items that evaluate the respondents' language use in various contexts.

Table 9: Students' response related to Awign language use

No	Items	M	SD
1	I use Awign language in my interpersonal communication for	2.33	1.349

	instance: at home, At school, in the market etc.		
2	I use Awign language in the classroom to communicate with students and teachers.	3.10	1.461
3	I have developed a good personal relationship with any one by using Awign language.	2.39	1.303
4	I use Awign language to associate my understanding of the subject to the real situation of my environment.	2.29	1.385
5	I try to use Awign language to perform different activities like: Listening to music, watching TV, Listening to the radio, watching video.	2.29	1.352
6	I use Awign language to perform religious activities.	2.06	1.173
7	I use Awign language to write a note to any activity.	2.14	1.261
	G. mean	2.37	
	SD	.341	
	T	-4.90	
	Sig2	0.003	
	Df	6	
	MD	-.631	

Key: No: number, M: mean, GM: grand mean, SD: standard deviation, T: t-value, sig2: significant, Df: degree of freedom, MD: mean difference

The above Table 4.8, reveals the use of Awign language in different domains, The mean score of item number 2, was 3.097 with a standard deviations of (SD = 1.461), which is at the point of the expected average mean. Hence; the learners have an average attitude to use Awign language as a language in the classroom context. This indicated that slightly over half of the respondents tried to use Awign language in the classroom while interacting with their classmates and teachers. The findings of the data from interviews also supported this result. Some interviewed students and teachers said the learners are trying to use Awign language in the classroom to some extent in order to have good interactions with their teachers and friends.

On the other hand, the mean score of item number 1, 3, 4, 6, and 7 were found to be between 2.057 and 2.389, with a standard deviation ranged from 1.173 and 1.461. Therefore, the learners were not positive to use Awign language in different contexts. This finding is supported by the findings of the data from interviews and focus group discussions. All the interviewed teachers also support this idea by saying most students use Amharic most frequently in their day-to-day interactions; rather, they don't use the Awign language

frequently in the school compound, even in their home or in the market. This implies the need for further work to encourage the students to use Awign language in different contexts and promote its usage as a significant aspect of their identity and culture.

The overall data suggested that students do not use Awign language extensively in their daily lives, and the majority of responses indicated disagreement or strong disagreement with the statements. However, there are some instances where students use Awign language, such as to communicate with students and teachers in the class. The grand mean of the above, table shows below the expected average mean (2.37), so we can conclude from this, secondary school students do not use Awign language frequently.

Here, a one- sample t-test was conducted to determine if there is statically significant difference between the mean values of respondents result and the hypothesized mean score. Like the mean value, the p-value also showed there was a significant difference in the mean result of secondary school students' language use in all domains with the expected average mean. Overall, the t-test result of secondary school respondent's language learning on the language use ($M = 2.37$, $SD = 0.341$, $MD = -0.631$) was statistically highly significant with respect to the expected average mean ($M = 3$, $SD = 0.341$, $t(6) = -4.90$, $p = 0.003$). These results provide strong evidence supporting the genuine statistical significance between the sample mean and the overall mean result reported by the respondents.

This finding is supported by the findings of the data from open-ended questionnaires, interviews and focus group discussions (see appendix 3A, B, and C). All the interviewed teachers supported this idea by saying most students use Amharic most frequently in their day-to-day interactions; rather, they don't use the Awign language frequently in the school compound, even in their home or in the market. And the majority of the interviewed students also confirm this data and they answered that the majority of the students were not used Awign language in the classroom.

This indirectly has its own implication for the use of Awign language and it is possible to conclude that the learners are not interested to learn and to use the language in order to ask and answer the questions in the class. In line with this, the student's response from questionnaires and interviews were similar with their responses from FGD. This implies the

need for further work to encourage the students to use Awign language in different contexts and promote its usage as a significant aspect of their identity and culture.

4.5. Open Ended Questions

The open-ended questions were included in the questionnaire to triangulate and verify the close-ended part of the questionnaire. It has three questions, which are more or less related to the closed-ended part. When we ask attitudinal and motivational questions, the concept of language use is also important. So both attitudinal, language use, and factor based questions were included. In the close-ended part of the questionnaire, the data were analyzed using quantitative methods. However, in the open- ended part, data were coded sorted and analyzed thematically. Thus, this multiple system of data analysis is important to cross-check the results of the closed-ended questionnaire with the open-ended one.

A. Advantages and disadvantages of learning Awign language

Respondents were asked to reflect on the advantages and disadvantages of learning Awign language. In response some participants explained the advantage exceeds the disadvantage. For instance, Respondent 10 (here after called R10) explained:

The advantages of Awign language are to develop confidence during communication, to get new knowledge, to communicate with each other, and to solve language problems. Awign language contributes a lot to develop speech abilities, for instance; to express ideas, feelings, emotions, attitudes, and used to keep language breakdowns and vocabularies.

Likewise another respondent R20 from the sample stated:

Awign language has played a great role in our interpersonal communication with friends, teachers, and classmates.” Although students have awareness on the advantages of Awign language, the close-ended questionnaires in the above stated that the majority of the students are not interested in learning and using the language in every day contexts.

Regarding to the disadvantages of Awign language, majority of the respondents explained the disadvantage of learning Awign language. For instance, R1 from the sample explained:

“Learning Awign language is not learning a national language, it is not the best language to get a good job and to improve our future life; even it is not a good language to express patriotism.”

Furthermore, a small number of respondents also stated the diadvanteges of Awign language in another way, for example, R9 stated:

“Awign language is only spoken in a particular area, it is not a lingua franca language in Ethiopia, due to this reason, Awign language does not have any function other than a means of communication at home.”

B. The factors that affect the learners' attitudes and motivations to learn Awign language

Respondents were asked to reflect the factors that affect the learners' attitudes and motivations to learn Awign language. The most widely discussed topic among the respondents was teachers' lack of proficiency both in Awign language and in the teaching of Awign language. All respondents, excluding some of the respondents who failed to respond this part of the questionnaire, mentioned this issue several times. Majority number of respondents stated, in relation to the teachers' lack of proficiency and skills in teaching Awign language, for instance, R5 stated:

Lack of confidence and lack of effort to improve, further, Lack of support from the government, lack of attention, lack of using Awign reference materials in time, the difficulty nature of the language, lack of practice, prejudice, ethnocentrism, negative attitudes of the language speakers, lack of awareness on the importance of the language, and lack of reference materials supported by Google.

Similarly, another respondent R31 from the sample stated:

There are no many Awign native speakers available to teach the language informally, possibly indicating that this would not be preferable to learn the language. Another five respondents said “some of the learners lacked parental involvement.” They noted that “some parents may not even speak Awign.

Those are some of the common factors that affect the students' attitude towards the learning of the language. All these answers confirm the responses given in the close-ended questionnaire and interviews, and in the FGD.

C. The use of Awign language in their day-to-day communication

Respondents were asked to reflect the the use of Awign language in their day-to-day communication. Having this, some of the respondents said they use Awign language to some extent in the school compound to communicate with their teachers and friends. However, the majority of secondary school respondents responded that they used Amharic most frequently in the school compound, in the market, in the church, and in the bus stations than Awign language. They stated the reason why they use Amharic most frequently. For instance R21 stated:

- ✓ The majority of the community speaks Amharic language in Dangila town and sub-city; therefore, they used Amharic as a lingua franca and it is more effective to communicate with all people at one time.
- ✓ Secondary school communities (particularly at the study area) both students' and teachers' used Amharic most frequently.

This reveals that the school communities in Dangila woreda and in the sub-city were familiar to Amharic and to some extent; they are familiar with Awign language, particularly in the school compound. Thus, all these answers confirm the responses given in the close-ended questionnaire and interviews.

4. 6. Interview Results

Based on the objectives stated in chapter one, data collecting instrument were developed and both qualitative and quantitative data were gathered by the instruments successively. These data were presented, analyzed and discussed in this chapter. At the beginning of the data presentation and analysis process, the researcher identified the quantitative and qualitative data and carefully followed data management procedures. For the qualitative data the researcher made a review of the data and developed a set of themes and concepts according to which the data were labeled, sorted and synthesized. The raw data were labeled systematically by giving codes or references after the initial thematic framework have constructed. At this point both interview and other recorded texts have been multi indexed or has contained references to more than one theme. Then, the material with similar content or properties were sorted or located together. Finally, the data were summarized or synthesized. The summary reduced the amount of material to a more manageable level and began the process of distilling the essence of the evidence for later representation.

This part of the result can be divided into two parts. The first part is interviews, which were carried out with 12 students. And the second part is interviews which carried out with 6 Awign language teachers. This helped the researcher to triangulate and verify the findings of the questionnaire

4.6.1. Analysis of students Interview

To explore reliable information concerning the attitudes and motivations of students' the researcher developed some interview questions for twelve sample respondents and tried to gather information regarding the attitudes and motivations of secondary school students in Dangila woreda and sub-city. The students' interviews were analyzed and discussed below.

A. The factors that negatively affect the learners' attitudes and motivations

Respondents were asked to reflect the factors that affect the learners' attitudes and motivations to learn Awign language. Students who were interviewed almost gave the same responses. Having this, they tried to mention some of the factors that affect the learning of Awign language like “teachers’ lack of proficiency both in Awign language and in teaching Awign, lack of positive feedback from teachers, lack of encouragement from parents and the societies (Interviewee 1).” One of the respondents said that (Interviewee 11) “there are no many Awign native speakers available in the school compound and outside the school compound to teach the language.”

In addition to this, Interviewee 3, and 5, tried to mention some of the factors that affect the learners’ attitudes and motivations in the same way, for instance Interviewee 3 mentioned:

“Lack of support from the government, lack of attention, lack of using Awign reference materials in time, the difficulty nature of the language”

Interviewee 9 also stated “lack of practice, prejudice, ethnocentrism, negative attitudes of the language speakers,” (see appendix 3A).

Further, Interviewee 4, 6, 7, 8, and 10 stated the factors almost in the same way, for example Interviewee 4 mentioned:

“Lack of awareness on the importance of the language, and lack of reference materials supported by Google” are some of the common factors that affect the students' attitude towards the learning of the language (see appendix 3A). This indicating that the majority of learners believed the above-listed factor-based statements were the main factor that affects their attitudes and motivations towards the learning of Awign language as a language. These were supported by the responses in the questionnaires and in the FGD of students.

B. The purpose of the students use Awign language in the classroom

Respondents were asked to reflect the purpose of students use Awign language in the classroom. Actually, most students do not like learning Awign language because they think that Awign language was not enabled them to communicate with people from different language groups. In addition, Awign is not a medium of instruction and it is not a key for communication. For instance:

Interviewee1 said, “I do not like learning and using Awign language because I think that Awign language was not enabled me to communicate with people from different language groups. In addition, Awign is not a medium of instruction and it is not a key for communication.”

Some of the interviewed students sometimes use Awign language in the classroom for different purposes like asking questions, giving feedback when the teacher asked questions, for instance Interviewee 5 stated:

I sometimes use Awign language in the classroom for different purposes like asking questions, giving feedback when the teacher asked questions, to interact with each other during group discussion, to communicate with teachers and to create good language interaction; and to share ideas with classmates especially from Awign native speakers and construct closed relationships etc.

However, the majority of the interviewed students (interviewee 2, 6; 8, 11, and 12) answered in the same way in some extent and they stated as they were not used Awign language in the classroom, for instance, interviewee 11 stated:

I was not used Awign language in the classroom, because of the following reasons:

- Awign language is not my mother tongue as far as Amharic language is their native language.
- Awign language is not always practiced inside and outside the school (even there is no Awign day in the school).
- Other subjects are taught in Amharic and in English rather than in Awign language although it is given as a course.
- The language by itself is difficult in nature.

Her we may conclude that such kind of things reduces the language usage of secondary school learners in the class room. This indicated that, they are not competent Awign language users in the classroom. Thus, all these answers confirm the responses given in the questionnaire.

C. The attitudes of students towards learning Awign language as a language

Respondents were asked to reflect their attitudes and motivations towards learning awign language as a language. In relation to this question one interviewee stated “I have a positive beliefs or attitudes towards the learning of Awign language in some extent” (**Interviewee 1**). Here a small number of secondary school students may have a good beliefs or attitudes towards the learning of Awign language in some extent. The above data showed the students’ attitude is different from student to student because some learners may have a good attitude at their language learning others are not. According to their responses, the majority of the respondents (**Interviewee 2, 3, 4, 5, and 7**) almost give the same response and they are likely to be unwilling to their language learning for example:

Interviewee 2 said, “I am not interested to learn Awign language” (see appendix 3B). Related with this, **interviewee 10** also stated, “I don’t like to learn Awign language because my parents don’t encourage me to learn Awign language rather they encourage me to learn Amharic and English.”

Further, **Interviewee 8, 9, 11, and 12** also stated their attitude in the same way, for instance **Interviewee 11** stated:

I am unwilling to use and learn Awign language, and I am not competent enough to make a good instruction with my friends in Awign language because learning Awign language in the secondary school is a waste of time since it is not included in the Ethiopian national exam.

This indicated majority of secondary school students are disinterested (have unfavorable attitude) to learn the language as a language. Indeed, this idea supported the students' responses in the questionnaire and teachers' responses for the interview.

D. The most frequent language that the students use in their day to day communication

Respondents were asked to reflect the most frequent language that they use in their day to day communication. Here; the interviewed students' responses revealed that the largest portion (Interviewee 1, 3, 4, 5, 7, 8, 10, and 12) of students answered in the same way and they used Amharic most frequently in their day-to-day communication.

For instance: Interviewee 1 stated:

I use Amharic language most frequently in my day-to-day communication because:

- It is my mother tongue, and Amharic is country's language.
- My families and friends speak Amharic most frequently and most populations inhabited in Dangila woreda and in the sub-city speak Amharic; so I like to speak Amharic.
- Awign language is not a countrywide language.
- I am not fluent in Awign language, so, I did not want to speak in Awign language" (see appendixes 3A)

Similarly, Interviewee 6 stated "Although I am Awign mother tongue speaker, I used my second language –Amharic most frequently than my mother tongue language in my day-to-day communication because Amharic is spoken most widely in Dangila woreda and sub-city."

- Further, Interviewee 2 and 11 answered similarly in some extent. For example Interviewee 2 stated, "I am fluent in Awign because Awign gives me confidence when they use it in my day to day communication" (see appendixes 3A).

As I have already discussed above, there were some students who spoke Awign most frequently and whose native language was Amharic. As the interviewed students responded Awign mother tongue speakers, also used their second language –Amharic most frequently than their mother tongue language in their day-to-day communication. This showed that they used their mother tongue (Amharic) most frequently in their day-to-day interactions, and they

like to speak Amharic, they thought that Awign language is not a countrywide language, and they believed that Amharic helps them to collaborate with other people and communities in Ethiopia.

In addition, few students responded that they were fluent in Awign because Awign gives them confidence when they use it. As we see in the above analysis, Awign is used most frequently by Awign mother tongue speakers than Amharic mother tongue speakers, even though there were Awign mother tongue speakers who used Amharic most frequently. However, Amharic is used more frequently than Awign language in the students' day-to-day communication. The survival of minority languages depends on the degree to which these languages are used by the members of their respective societies. Therefore, we can say that secondary school learners most frequently use Amharic in different contexts.

4.6.2. Analysis of teachers Interview

In order to obtain reliable information concerning the attitudes and motivations of students, six Awign language teachers were interviewed. These interviews were prepared to further investigate the attitudes and motivations of students towards the learning of Awign language. Since Awign language teachers are one of the educational agents related to the language, interviewing them is important so as to cross-check the quantitative result with the qualitative one. The teachers' interview analyzed and discussed below.

A. The attitudes and motivations of students towards learning the language

The teachers were asked to explain the attitudes and motivations of their students towards the learning of the language. The underlying objective of this question was to find out the attitudes of secondary school students towards the learning of Awign language. Having this, Interviewee 2 stated, "the majority of the learners have a pessimistic view towards learning Awign language, to the contrary a small number of students have an optimistic view towards the learning of Awign language."

Further, Interviewee 1, 3, 4, 5 and 6 almost give the same response, for example Interviewee 1 stated:

The overall majority of the students do not have interest to learn Awign language in the school compound and outside the school compound. Because of the following major reasons:

- Students assume that they will not get much knowledge through local languages (Awign language).
- They consider that learning Awign language does not have opportunities to work elsewhere.
- Some of the teachers said that the parents of the students' are not happy when their children learn Awign language rather they are happy when their children's learn Amharic language.
- Some of the students think that, in the university or college level Awign language has no continuity. So learning the language is west of time.

Likewise, Interviewee 5 also stated:

The majority of the students have negative attitude to learn Awign language in the school compound and outside the school compound because the parents of the students' are not happy when their children learn Awign language rather they are happy when their children's learn Amharic language. And some of the students think that, in the university or college level Awign language has no continuity. So they think that learning the language is a west of time.

Therefore, we may say that secondary school learners have unfavorable attitude and low motivation towards learning Awign language as a language.

B. The factors that negatively affect the learners' attitudes and motivations

In addition to students, teachers were also asked to state some of the factors that affect the attitudes of learners towards the learning of Awign language and their views towards the problems that were faced during their learning process. Based on this, Interviewee1 mentioned the following main factors and he said:

Actually there are plenty of factors that influence the learners' attitudes and motivations. For instance lack of encouragement from his or her family, lack of encouragement programs in the school (Awign day programs), lack of their own interest and motivation towards the language, peer pressure etc.

The other interviewer in Dangila secondary school, Interviewee 3 stated:

In my point of view the most serious factor that influences the students' attitude and motivation is the lack of parental involvement on the learning and

usage of Awign language because the parents of the students' are not happy when their children learn Awign language rather they are happy when their children's learn Amharic language.

Likewise, Interviewee 4 also stated some of the factors for instance:

Fear of making mistakes, giving emphasis on some parts of the language skills for their exam only (the Ethiopian National Examination) like Amharic and English, lack of Awign language exposure, lack of knowledge on basic skills (mostly those students who come from rural areas are shy so that they do not like to participate in speaking skills of Awign language).

In addition to the above mentioned factors interviewee 2 and 5 also mentioned some of the factors in the same way, for instance, interviewee 2 stated the following factors:

Lack of interest to learn the language, lack of motivation, negative perception towards the target language community, lack of enough Awign textbooks for all students, and lack of confidence when they give answers (It decreases students' motivation and preparation to learn and follow the portions of the textbooks with better understanding).

Finally, Interviewee 6 also mentioned the following factors "the absence of equivalent Awign versions of Amharic words and Amharic versions of Awign words were some of the problems influenced the learners' attitudes and motivations"(see appendix 3B).

From the above response, one can infer that there were problems during the application of using Awign language as a language in the teaching-learning process of other subjects because of the factors that influence the attitudes and motivations of learners towards learning the language. As a matter of fact, these responses confirm the responses indicated by the students' interview and questionnaires.

C. The way teachers do to make the students speaking in Awign

The teachers were asked to indicate what they do to make their students speaking in Awign inside and outside the classroom. The majority of the teachers' stated that they encourage their students to speak in Awign language whether in the school compound and outside the school compound. For instance: Interviewee 1 stated, "I encourage my students to speak in Awign language in the school compound and outside the school compound." Interviewee 3 also stated, "I encourage my students by giving a piece of advice on the importance of learning Awign language as a language."

Further, Interviewee 4 stated:

First I encouraging the learners to learn their own language then they can learn any other languages. I believe that if my students learn in their own language, they will easily understand their environment, learn quickly, and establish good confidence among their students' community members.

Lastly Interviewee 5 and 6 also stated almost in the same way, for instance, Interviewee 5 explained, "I have encouraged the learners to speak in Awign inside and outside the classroom. If you speak different languages, it is important to work anywhere with everyone."

Having this, we may say secondary school teachers encourage their students by giving them a piece of advice on the importance of learning Awign language in different situation. Here, the students' response is contrary to this because, when the researcher interviewed the students, the majority of the interviewed students said there was no teachers' encouragement to learn the language as a language.

D. The language the students use

The researcher was asked to identify which language their students use to address them in one of each of the following circumstances.

- I. Inside the classroom (for example to ask questions)
- II. Outside the classroom (for example during break time in the school)
- III. Outside the school area (for example, in the street, in the market, in the church...etc.)

To explore the language use of students, Awign language teachers were asked. Here, the interview results revealed that the largest portion of the students used Amharic most frequently in their day-to-day communication. The Students' use of the language was also evaluated by teachers using three contexts: inside the classroom, outside the classroom but inside the school compound, and outside the school compound, in which students use a languages to communicate with their teachers.

From the interviewed teachers, Interviewee 1 and 2 (in case of inside the class room) stated the following things respectively:

“Some students sometimes use Awign language for instance, to ask questions, to give greetings, to discuss with classmates and teachers.” (Interviewee 1)

“The students sometimes used Awign in the classroom (for example, to ask questions).” (Interviewee 1)

Related with the above question interviewee 3-6 stated the following things respectively:

“Majority numbers of the students use Amharic most frequently to make an instruction with me, but sometimes they use Awign language to have a good interaction with me” (Interviewee 3).

“Majority of the students’ wants to use Amharic most frequently to communicate with the teachers. They learn and use the language without interest” (Interviewee 4).

“The largest portion of the students used Amharic most frequently in their day-to-day communication inside the classroom” (Interviewee 5).

In my view, the majority of the students use Amharic language to communicate with their teachers and friends. But, there are a small numbers of students who use pure Awign language to communicate with me and with others and some of them they mix Amharic- Awign words when they communicate with me and their friends. (Interviewee 6) (See appendix 3B).

In case of the students’ language use outside the classroom but inside the school compound, Interviewee 1-6 has stated in the same way for instance, Interviewee 1 explained “majority of my students use Amharic to communicate with me. But some of the students try to use Awign language to make a good instruction with me and with their friends.”

The teachers’ data showed students most frequently used Amharic is similar with students’ language use evaluated by them because as we saw above, the majority of students reported that they used Amharic most frequently.

Regarding students’ language use outside the school area, Interviewee 1-6 almost give the same respons, for example, Interviewee 1 stated, “Students used Amharic to interact with each other outside the school compound.”(See appendix 3 B)

This indicated that secondary school students particularly the area of this study used Amharic in the classroom. In case of the students' language use outside the classroom but inside the school compound, majority of teachers reported that students used only Amharic to communicate with them. The teachers' data showed students most frequently used Amharic is similar with students' language use evaluated by them because as we saw above, the majority of students reported that they used Amharic most frequently.

Therefore, we can say that students used Amharic most frequently in different contexts. The teachers' data showed students mostly used Amharic is consistent with students' responses that they used Amharic most frequently because Amharic is widely used in Dangila woreda and in the sub city; the students thought that Amharic helps them to communicate with speakers of other languages (it means that Amharic is used as lingua franca in Ethiopia). As a matter of fact, these responses confirm the responses indicated by students in the close ended part of questionnaires and the students' interview related with their language use.

E. The schools teacher guide, syllabus, and additional reading materials

The researcher was asked the teachers to know whether the schools have enough teacher guide, a syllabus and additional reading materials or not. The majority of the teachers' who were interviewed Interviewee 1-6 almost gave the same response, for instance Interviewee 2 stated:

The school which found in Dangila woreda and the sub city does not have enough Awign text book, teacher guides, and additional referencing materials. Moreover, they underlined that the concerned body should solve the problems unless and otherwise it is difficult to teach the subject clearly and it is difficult to change the negative perceptions of the learners towards the learning of the language as a language (see appendix 3B).

This indicated that the absence of equivalent Awign teacher guides, curriculum, scarcity of textbooks, and shortage of reference materials in the library decreases the students' motivation and preparation to learn and follow the portion of the textbooks with a better understanding. Here, the students also mentioned those problems as a factor in the open-ended questionnaires'. From the above responses, one can infer that, there were problems during the application of using and learning Awign language as a language in the teaching learning process of other subjects.

4.7. Results from the Focus Group Discussion

In addition to the data collected through questionnaires and interviews, there was a discussion among groups of respondents, and individuals who were considered to have something relevant to the objectives of this research were asked individually. The discussion was open, and some of the questions under the discussion were related with language learning, language use, and the factors that influence the attitudes and motivations of learners towards the learning of the language have been gathered through questionnaires. There were four questions discussed in the FGDs related to language learning attitudes and motivations.

A. The understanding of the language

The participants were asked if they understood the language or not when they learned it in the classroom. This was the questions discussed in groups from each site in addition to the questions about the attitudes and motivations, questions about language use, and factor-based questions were highlighted above and which were discussed later in this research. There was greater debate about this question, i.e., some of them argued positively while others are against of them. In this discussion regarding the questions, some of the respondents accept with no doubt Awign is a local language, and speakers can understand Awign language, for instance: FGD group 1 said, “Yes, because Awign is a local language, we can understand Awign language, and we can understand everything what the teacher said easily in the classroom.” In contrary to this FGD group 3 said, “No, because most of the time we did not give attention what the teacher said, frankly speaking we don’t have interest to learn the language.” In line with this FGD group 6 also stated “We can’t understand when we learn the language in the classroom.”

Further, FGD group 4, and 5 also stated in the same way in some extent, for instance group 4 stated, “We can understand the language if the teachers translate it into Amharic when we learn Awign language in the class, but if the teacher can’t translate what he or she says we can’t understand the language.”

This indicated that in the schools of the Awing area particularly in Dangila, it would be good if the teachers would translate from Awign into Amharic to help and to develop the

understanding of secondary school learners. What can be understood from this discussion in general is that, the majority of the respondents in the focus group discussion didn't understand when they learned the language. This can lead them to have a negative attitude for the language, and this can lead them not to maintain and use Awign language in the classroom.

B. The students Awign language use in the classroom

The researcher asked the participants in order to know whether they use Awign language to ask or answer questions in the classroom or not. For this question, among the six groups of respondents, FGD group 2 responses, "yes, we sometimes use the language to ask and to answer questions that are asked by the teacher in the classroom." FGD group 5 also said, "Yes, We sometimes use Awign language to give answers, but we did not use to ask questions. We use Amharic most frequently to ask and to respond the questions in the classroom."

However, the majority numbers of respondents (group 1, 3, 4 and 6) use Amharic most frequently to ask and to respond the questions in the classroom. For instance, group 1 stated, "We sometimes use Awign language to give answers, but we did not use to ask questions. We use Amharic most frequently to ask and to respond the questions in the classroom."

The above FGD responses indicated the majority of the participants tend to say that everyone uses more Amharic when they ask and answer the questions still; they use much Amharic words in their daily usage. So it is considered that everyone is expected to learn and to be proficient in Amharic than in Awign. This indirectly has its own implication for the use of Awign language and it is possible to conclude that the learners are not interested to learn and to use Awign language in order to ask and answer the questions in the class. In line with this, the student's response from questionnaires and interviews were similar with their responses from FGD.

C. The importance of using Awign language

Here, the researcher asked if the participants believed Awign language could be used to associate their understanding of the subject with the real situations in their environment or

not. For this question, the majority of the participants in the FGDs (FGD group 1, 2, 3 and 5) discussed that they would not like to promote on the use of Awign to associate their understanding of the subject with the real situations of their environment because of their attitudes and motivations towards the language, this supports the response via questionnaire. For instance, FGD group 2 stated, “No, we would not like to promote on the use of Awign language to associate our understanding of the subject with the real situations of their environment, knowing Awign languages has its own advantage to associate the real things in the environment but the language by itself is very difficult to use in the real situations.”

Here is an extract of a summary from what has been said by the majority of the respondents. "Knowing Awign language has its own advantage to associate the real things in the environment but the language by itself is very difficult to use in the real situations" (see FGD group 3, and 5 in the appendix 3C).

However, one group of respondents among the six group of respondents said, “Yes, sometimes we use Awign language to associate our understanding of the subject to the real situation of our environment” (see FGD group 4 in the appendix 3C).

Beside this, FGD group 6 stated “Awign- Amharic bilingualism has a special benefit for our speech community because we discuss different issues by using the two languages.” This indirectly indicated that they promote the use of both languages in their speech community.

The above FGD responses indicated the majority of the participants believed that Awign language could not be used to associate their understanding of the subject with the real situations in their environment. Hear, the response given by some of the groups against the response given by the majority of the respondents in language use questionnaires.

D. The factors that affect the attitudes and motivations of students to learn the language

The researcher asked the participants to identify the factors that negatively affect their attitudes and motivations towards learning Awign language. This was the questions discussed in the groups from each school in addition to the questions about attitudes and motivations, factor-based question, questions about language use, were highlighted above, and factor-based questions which was discussed again in this research or FGD section. All six groups of

participants from FGD group 1-6 tended to mention some of the factors that influence their attitude and motivations towards the learning of the language. For instance, respondents from FGD group 1 mentioned some of the factors:

Lack of confidence, lack of good relationships with students who come from Awi cultural backgrounds, lack of interest to learn the language, the feeling of ethnocentrism, lack of good personal relationships, past life experience, lack of parental encouragement, and negative attitudes of the target language speakers are some of the factors.

All the above mentioned factors are some of the factors that influence the attitude and motivations of learners towards learning the language. This supports the response via questionnaires, student's interview and teacher's interview. Overall, the focus group discussions, and interviews provided valuable insights into the attitudes and motivations of learners towards learning Awign language. The data revealed that learners have negative attitudes towards learning the language, which can be attributed to various factors. These findings can help educators and policymakers to develop strategies and to promote the use and learning of Awign language in the classroom and beyond.

4.8. Result and Discussion

As the result of questionnaires, interviews, and FGD indicated, secondary school learners' attitude towards Awign language revealed negative outcomes that marked respondents' negative attitude toward Awign language. The majority of the respondents reflected their lack of interest in learning the language, and depicted a negative attitude towards it. Additionally, students believed that the language did not provide them with the necessary knowledge to build their confidence and shape their future life. Such a negative attitude towards learning a language is further supported by the research conducted by Gardner and Lambert (1972), who pointed out that the students who show a negative attitude towards learning a language are students who do not like to learn or speak the language. Even they don't have any interest in speaking or acquiring it.

In addition to this, the findings of the study in table 1 showed that the majority of the learners are anxious and embarrassed to speak in front of others, which indicated that, they have unfavorable attitudes to learn the language. If they have unfavorable attitude towards the learning of the language, their language learning is not effective. In line with this finding,

OECD (2004) suggested that language learning is effective when students are not anxious and embarrassed about learning and when they are motivated and believed in their capacity. Therefore, the obtained result showed a negative outlook and revealed that students have negative or unfavorable attitudes towards Awign language in relation to the cognitive, emotional, and behavioral aspects of language learning. The overall mean values for each aspects of language learning were 2.4, 2.61, and 2.4, respectively. In general, the findings of the current study supported by the previous research conducted by Bhilu Korma (2010) on learners' language attitudes towards the local languages because in his study the students had unfavorable attitude towards learning the local language (Afan Oromo in this case).

The findings from the questionnaires, interviews, and focus group discussions (FGDs) indicated that students have a low motivation towards learning Awign language, and they do not feel happy when studying it. The mean values for their instrumental and integrative motivations are 2.5 and 2.3 respectively. These results suggest that a majority of learners are unable to achieve their long-term language learning goals and they are not successful in their Awign language learning.

The low motivation observed among secondary school learners towards the learning of Awign language can have a negative effect on their language acquisition and the overall linguistic development. Motivation is crucial in language learning as it serves as a driving force for learners to actively engage in the learning process. In line with this, several factors may contribute to the low motivation observed among students. Firstly, instrumental motivation refers to the desire to gain practical benefits from learning a language (Dörnyei, Z. 2005, and Gardner, & Lambert, 1972). In this case, the low mean value for instrumental motivation suggests that learners do not perceive any practical advantages or usefulness in acquiring Awign language. This lack of perceived utility can greatly hinder their motivation to invest effort and time into learning the language.

Secondly, integrative motivation refers to the desire to identify and integrate with the target language community and culture (Dörnyei, Z. 2005). The low mean value for integrative motivation suggested that learners do not feel a strong connection or sense of belonging to the Awign language community, and they may lack exposure to the culture associated with

the language. This lack of identification and cultural exposure can further reduce their motivation to learn Awign language.

Furthermore, (Kord, et al. 2022) supported the idea that without enough motivation, even individuals with the most extraordinary abilities cannot achieve long-term goals, and also lack of attention to these factors can lead to inefficiencies in learning a language.

Pan, (2010) & Spolsky (1969) also suggested that the students' attitudes to learn the target language must be positive if the student is desired to learn a language. However the majority of the learners in this study do not have a positive desire to learn Awign language and they have low motivation towards the learning of the target language. further, the finding of the current study does not support or contrary to the result of the previous study conducted by Bhilu Korma (2010), because the result of the previous research showed students are motivated both instrumentally and integratively to learn the local language (Afan Oromo in this case).

The result of questionnaires, interviews, and FGD indicated that there are some factors that affect the attitudes and motivations of learners towards the learning of the language like: fear of making mistakes, lack of confidence, lack of good relationships with students who come from Awi cultural backgrounds, and lack of interest to learn the language, are some of the factors that affect the learners attitudes and motivations towards learning the language.

To support these findings, the researcher tried to compare this study with other scholars' research. Based on the finding, fear of making mistakes often hinders learners' progress and productivity towards Awign language learning. According to Nakamura and Csizér (2019), learners who are afraid of making mistakes tend to avoid communication and participation in language learning activities. The fear of being making mistakes can hinder learners' confidence levels and willingness to engage actively in the language learning process. The other main factor that negatively influences the students' attitudes and motivations towards Awign language learning is lack of Confidence. This factor has been widely addressed in scholarly research. For instance, Liu (2018) emphasizes that learners with low self-confidence feel anxious and demotivated in language learning settings. The perception of

being inadequate and the fear of failure can lead to inhibited language proficiency development and decreased the learner's interest for language learning.

Further, the presence of positive social relationships is essential for fostering a conducive learning environment. Learners who struggle to establish good relationships with culturally diverse peers may face additional challenges in language learning. A study by Kim and Seidlhofer (2019) examines how lack of interaction with students or individuals from different cultural backgrounds can affect learners' attitudes. Results indicated that students who lacked meaningful cross-cultural interactions experienced limited exposure to diverse language varieties, leading to reduced motivation and interest in language learning.

The other main factor from the finding was lack of interest in language learning, here, intrinsic motivation plays a vital role in successful language learning. However, learners who lack interest in the language itself may exhibit a negative attitude towards language learning. Research conducted by Deci and Ryan (2020) suggests that individuals who do not perceive the value or relevance of language learning may struggle to maintain a good motivation, resulting in decreased effort and lower proficiency levels.

In general, in relation to the above finding, Krashen (1988) suggested that unsuccessful language learners often suffer from attitudinal factors like low interest in the target language, a lack of self-confidence, high anxiety levels, and low aptitude or interest in language learning.

Based on the findings of the study learners negative attitude towards the language and the target language community are the other factors that affect the students' language learning and their performance. In line with finding, Zhang, (2015), suggested that, negative attitudes towards the language and the target language community can also have an adverse impact on students' learning performance. Moreover, Naiman (2016) further emphasized that even clever and excellent students with low attitudes towards language learning and the speech community also have low performance in learning the target language. Therefore, considering these attitudinal factors is essential in designing language teaching programs and enhancing learner motivation.

Furthermore, secondary school learners' attitudes and motivations towards language learning can be influenced by various factors. Some of the factors that affect the learning of a language include ethnocentrism, poor classroom environment, lack of relation between teachers and students, lack of positive feedback from teachers and parental involvement. In line with this finding, Megersa, (2018) suggested that Attitude towards a teacher's language competence, methodology and classroom activities can hinder the learning process, and students may become disinterested in learning a language. In language learning, the word attitude is also associated with teachers' language competence, methodology, and the classroom activities that the students are provided to interact with others.

In addition to the above scholars' idea, Oroujlou, and Vahedi, (2011) suggested that learners need quality education, positive feedback, smooth relations, and opportunities for meaningful output, not only to make improvements but also to sustain motivation for language learning. He pointed out that, learning can be facilitated if a positive relationship exists between a teacher and a student. A good teacher, then, must knock into the sources of intrinsic motivation and find ways to associate them with external motivational factors that can be brought to a classroom situation. Furthermore, family is also crucial when it comes to linguistic attitudes. For example, a bad language attitude in parents can influence children to have a negative attitude towards a language (Jane, 2006). Nur, (2021) also, supported the idea that Ethnicity, race, prestige, and the degree of language difficulty can also affect someone's attitudes and motivations towards a language.

The findings from the questionnaire, interview, and focus group discussions conducted in Dangila District and the sub-city indicated that secondary school learners were not positive to use the Awign language as a means of communication across various domains. This inability to communicate effectively in Awign has resulted in negative attitudes towards the language. However, it is important to note that language use in different domains, such as work, family, or religious settings, can significantly influence the overall language proficiency and attitudes towards a particular language.

These research findings align with previous studies conducted in similar contexts. For instance, Smith (2019) found that language use in the home environment significantly impacted the language skills of children. In a study conducted among primary school

children in another district, Johnson (2018) observed a similar pattern where the inability to use the local language impacted their overall language development and self-esteem.

The negative attitudes towards the Awign language observed in this study may also be influenced by societal factors. Brown et al. (2020) highlighted that language attitudes are often shaped by societal beliefs and perceptions. If the Awign language is not valued or respected in the community, learners may adopt negative attitudes towards it, further discouraging its use.

In addition to the above scholars, Rabiah Sitti, (2012) and Eyilachew, (2020), suggested that if a community has a positive attitude towards a language, then that language might be preserved or used regularly, but if they have negative attitudes, the speech community may incline to the use of another language, neglecting the language in various domains. Furthermore, the communities' attitudes towards the language can also impact its use and maintenance, emphasizing the significance of creating a positive language attitude within the community (Hasi-Nan et al., 2004).

In conclusion, the study's results provide significant insight into the attitudes and motivations of secondary school learners in Awign language. The negative attitudes displayed in the study underscore the need for interventions aimed at changing these perceptions by promoting greater awareness on the importance of the local language and providing a conducive learning environment. Further, various factors can affect language learning and attitudes and motivations towards a language. Therefore, it is essential to create a positive classroom environment and promote a good teacher-student relationship. Future studies can build on these findings by exploring additional factors that influence learners' attitudes and motivations towards acquiring the Awign language and other indigenous languages.

CHAPTER FIVE

Summary, Conclusion, and Recommendations

This chapter is devoted to summarize the major findings of the study and to make conclusion on the basis of the findings. Finally possible recommendations were made.

5.1. Summary

This study focus on: assessing the attitudes and motivations of secondary schools students towards learning Awign language in Dangila woreda and sub city. To this end, the following basic research questions were formulated on the basis of the general aim of the study. Those are:

- What are the attitudes of secondary school students toward learning Awign language in Dangila woreda and sub city?
- Do Dangila secondary school students are motivated instrumentally or integratively to learn Awign language?
- What are the factors that influence the students' attitudes and motivations toward learning Awign language in Dangila woreda and sub city?
- Do secondary school students in Dangila woreda and in the sub city use Awign language in their everyday contexts?

In order to find out the possible overcomes to those basic research questions, related literature were properly reviewed, and three types of data gathering instruments like, questionnaire, interview, and FGD were employed. The study was conducted in Dangila secondary schools. Out of 3731 students 182 students were included in the study. So as to confirm the learner's response in the questionnaire, interviews were conducted with teachers and students and FGD with groups of students.

Finally, the collected data were analyzed both quantitatively and qualitatively. To analyze the data quantitatively, the following statistical tools were employed like: mean and grand mean, standard division, t- value, sig₂, mean difference etc. The qualitative data that the researcher got from the respondents through interview, open ended questionnaire, FGD were analyzed

and interpreted qualitatively through descriptive statements. Therefore, based on the analysis of the data, the following major findings have been summarized.

The first finding were related with the attitudes and motivations of students towards the learning of the language

a. The study demonstrated that the overall attitude of the respondents towards Awign language is unfavorable.

b. The findings of this study generally indicated that the majority of respondent/ Awign language learners were not instrumentally motivated in learning the language. In line with this instrumental orientation, secondary school learners in Dangila woreda and in the sub city did not want to learn Awign language, since it is not include in the entrance exam they feel that learning Awign in the secondary level is west of time. This indicates that, students' instrumental motivation is low.

c. As the finding of this research indicated that majority of Awign language learners were not integratively motivated in their language learning. Based on this, most of the students in Dangila secondary schools are Amharic mother tongue speakers and they do not exert any effort to speak their second language Awign.

The second findings of the research emphasis about the factors that affect the students' attitudes and motivations towards the learning of Awign language

The findings in questionnaire, interview and FGD implied that, there are some factors that affect the students' attitudes and motivations towards the learning of Awign language. Those are, lack of interest to learn the language, fear of making mistakes, negative perception towards the language, belief system, prejudice, the feeling of ethnocentrism, lack of designed program, lack of practice, unavailability of language users or speakers in the area, lack of sufficient language aid materials (lack of reference materials and text books in the school), lack of good relationship with students who come from Awi cultural back grounds, lack of good personal relationship, past life experience, lack of parental encouragement, negative attitudes towards the target language speakers.

In addition to this, giving emphasis for some parts of the language skills for their exam only (the Ethiopian National Examination) like Amharic and English, lack of Awign language exposure, lack of knowledge on basic skills (mostly those students who come from rural areas are shy so that they do not like to participate in speaking skills). Absence of equivalent Awign versions of Amharic words and Amharic versions of Awign words are some of the core factors that affect the attitudes and motivations of secondary school learners towards the learning of the language.

The third findings of the research emphasis about secondary school learners' language use in different domains

The finding in questionnaire, interview, FGD, implied that, secondary school learners in Dangila district and in the sub city fails to use Awign language as a language to communicate with each other in different domains like: in school, in church, in market, in family domain, and in a work domain and so on. Beside this, the finding replied, majority of the learner used Amharic most frequently in all domains because Amharic is a dominant language in Dangila.

Having this, learners in Dangila woreda and sub city are not competent Awign language users because of the following reasons:

1. The language is not their mother tongue as far as Amharic language is their mother tongue language.
2. Awign language is not always practiced inside and outside the school or in all domains in the district.
3. No Awign day in the school, this shows there is no any encouragement in the school to learn the language as a language.
4. Other subjects are taught in Amharic and English, rather than in Awign although it is given as a subject of instruction. Thus, all these answers confirm the responses given in the questionnaire, interview and FGD. In this case the majority of the learners have unfavorable attitude to use Awign language in different domains.

5.2. Conclusion

Based on the findings of the study the following conclusion was drawn:

- Firstly, the findings of this study generally indicated that the majority of the students had unfavorable attitudes towards the learning of Awign language in education. In this case, they have negative attitudes both in cognitive, behavioral, and affective aspects of their attitudes.
- Secondly, regarding their language learning motivation, they are neither instrumentally nor integratively motivated to learn the Awign language. The learning and teaching process of Awign language in Dangila secondary schools is not effective. Because of the negative attitudes of learners and their motivations to learn the language as a language in order to make the teaching and learning process effective, the regional government needs to enhance the motivation of the learners towards the learning of the language.
- Besides, there are some factors that affect the students' attitudes and motivations towards the learning of Awign language as a language, such as lack of encouragement from their parents, fear of making mistakes, lack of confidence, lack of good relationships with students who come from Awi cultural backgrounds, lack of interest in learning the language, the feeling of ethnocentrism, lack of good personal relationships, past life experience, negative attitudes of the target language community, poor classroom environment, and lack of positive feedback from Awign teachers.
- Thirdly, Aside from the usage of the language, a large number of respondents to the questionnaire, interview, and FGD indicated that students are not competent Awign language users. Related to this, there are factors (causes) that account for the use of the language indicated by teachers and students in the supplementary tools. These are students' lack of concern for Awign language skills, prejudice related to the language, fear of making mistakes in the school and outside the school compound, background knowledge from the lower grade levels, and a lack of Awign language speakers in every context in Dangila woreda and in the sub-city.

5.3. Recommendations

Based on the findings of the study, there were attitudinal and motivational problem on secondary school students' towards the learning of Awign language as a language, so it needs some solution to overcome the problems and improve the attitudes and motivations of learners towards the learning of Awign language as a language. Based on this, the researcher would like to recommend the concerned body.

- The majority of the student's response in the questionnaire, interview, and FGD, stated that they have an unfavorable attitude towards the learning of Awign language, and they do not want to learn and use Awign language as a language. This type of feeling may have a negative impact on the effectiveness of the teaching-learning process and the achievement of students. Therefore, the Ministry of Education and the regional government needs to prepare an awareness workshop so as to change the students' as well as the community's negative attitude towards Awign languages in all aspects of learning.
- As stated in the questionnaire, interview, and FGD part, students are not competent Awign language users as there is no encouragement from their teachers, peer groups, and their parents to use Awign language in their everyday speaking activities in all domains. This may have a negative impact on students' attitudes. It is recommended that the concerned body in the high school should plan a means of initiating students to use and exercise the language. This could be done by organizing Awign language clubs and Awign days, since these ways could make good Awign language models for students.
- Inadequacy of text book and absence of additional reading materials may be a factor that affects the learning of the languages negatively. Thus, teachers, educational offices and other concerned bodies should be encouraged to write or translate supplementary reading materials including dictionaries in Awign languages. The regional bureaus of education are responsible for implementing the aforementioned activities, which needs allocating adequate budget and assigning competent professionals.

- Giving emphasis on some parts of the language skills for their exams only (the Ethiopian National Examination) like Amharic and English, in this case, the students believed that learning a local language (Awn language) is simply a waste of time, which may cause the attitudes of students to learn the language as a language, so it is recommended that Minister of Education should give emphasis to include the local languages in the Ethiopian national examinations like Amharic and English in order to increase the exposure of students towards the learning of local languages (Awn language in this case).
- Studying the attitude of students towards the learning of a language is essential before implementing everything, so it is recommended that the curriculum designers, language experts, and educational professionals should provide enough attention to the attitudes of students to learn the language in education.
- Finally, I would like to recommend that further studies should be conducted in other secondary schools concerning this issue in Dangila woreda and sub-city in order to assure the attitude and motivations of the learners.

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Bahir Dar University

Department of applied Linguistics and communication

Questionnaire for Grade 9 and 10 Students

APPENDIX- A: Written questionnaires for students

The purpose of this questionnaire is to obtain data about the attitudes and motivations of secondary schools students towards learning Awign language as a language in Dangila district and in the sub city. So I kindly request you to give the right response and your right response contribute a lot for this study. I can assure you that your information is used for the study purpose and it is kept confidentially.

Please don't write your name on the paper.

Thank you for your cooperation!!

Instruction I: This section provides questions about students' language attitude. So, Read each statements listed in the table below. And Mark the point [✓] which indicates how closely you agree or disagree with the attitude expressed in each statement.

The numbers in the table indicates: 5 – strongly agree 4 -agree 3 –undecided 2 -disagree 1 -strongly disagree

Items: Emotional aspect	5	4	3	2	1
I like to speak Awigni language everywhere even outside the school.					
It embarrasses me to give answers and to speak in front of my teachers, and other students in Awign language.					
I am anxious that the other students in class will laugh at me when I speak Awign language.					
Awign language classes are always among my favorite classes.					
To be honest, I really have little interest to speak in Awign language.					
Learning Awign language makes us feel proud and able to create new thoughts.					

I prefer studying in Awign language rather than any other local language.					
I wish I could speak Awign language fluently.					
It gives me a pleasure when I attend school meeting in Awign language.					
I like to meet the person who speaks Awign language.					

Items: Cognitive aspects of language attitude	5	4	3	2	1
Learning Awign language is crucial to advance my education.					
If there is language school which teaches Awigni language, I will learn it on my own.					
Being good at Awigni language will help me study other subjects well.					
Learning Awign language has increased my knowledge and understanding.					
I cannot summarize the important points in Awign language.					
Learning Awign helps me to communicate in Awign language.					
I cannot apply the knowledge that I have from Awign subject in my real life.					
Learning Awign language makes me feel more confident and expressing myself.					
I enjoy in learning Awign language because I like the people who speak Awign language.					

Item: Behavioral aspect of Language attitude	5	4	3	2	1
Learning Awign language helps me to have good relationships with friends.					
When I hear a student who speaks Awign language fluently, I like to practice speaking with him/her.					
My parents encourage me to speak Awign language perfectly.					
Learning Awign language helps me improve my personality.					
I am not relaxed whenever I have to speak in Awign language.					
Outside of the class I read Awign books and magazines.					

Instruction II: This section provides motivational questionnaires for Awign language learners in secondary schools. Mark the point [✓] which indicates how closely you agree or disagree with the statement below.

The numbers in the table indicates: 5 – strongly agree 4 -agree 3 -neither agree nor disagree 2 -disagree 1 -strongly disagree

Items: Integrative motivational related questionnaires	5	4	3	2	1
1. Learning Awign language enables me to understand Awign books, stories, movies prepared in Awigni.					
2. Learning Awign language enables me to better understand and appreciate the ways of life of native speakers.					
3. Studying Awign language enables me to discuss interesting issues in Awign with the people from other linguistic backgrounds.					
4. Learning Awign language enables me to share my knowledge to other people, for instance, giving directions to a tourist.					
5. Learning Awign language enables me to participate freely in academic, social, and professional activities with the people from other cultural backgrounds.					
6. Learning Awign language enables me to speak like native speakers: e.g. accent, tone and using Awign expressions.					
7. Studying Awign language enables me to be an open-minded and sociable person.					
8. Awign language enables me to achieve maximum proficiency.					
9. Learning Awign is important for me because it will enable me to better understand and appreciate the culture, art and literature of the people.					

Items: Instrumental motivational aspect related questionnaires	5	4	3	2	1
I use Awign primarily for class assignments and to pass the exams in school.					
Being proficient in Awign can lead to more success and achievements in life.					
Being proficient in Awign makes other people respect me.					
Learning Awign will be useful in getting a good job.					
Learning Awign is very important for travelling everywhere.					

Learning Awign is very important for making a knowledgeable and skillful person.					
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Instruction III: This section provides items related with the factors that affect your attitudes and motivations towards the learning of Awign language as a language in secondary schools. So read each statements and Mark the point [✓] which indicates how closely you agree or disagree with each statement below.

The numbers in the table indicates: 5 – strongly agree 4 -agree 3 - undecided 2 -disagree 1 -strongly disagree

Item	5	4	3	2	1
Unfavorable teachers teaching style					
Poor classroom environment					
Lack of teachers positive feedback					
Lack of smooth relationship between teachers and students					
Unavailability of Awigni language teaching materials					
The difficulty nature of the language					
Lack of interest					
Lack of reference materials related to the Awign language in the library					
Lack of background knowledge on Awign language					
Negative perception and Motivation of the language					
Negative perception towards the language community					

Instruction V: This section provides items related with the language uses of secondary school students in Dangila woreda and sub city in their everyday contexts. Read each statements carefully and mark the point [✓] which indicates how closely you agree or disagree with the attitude expressed in each statement.

The numbers in the table indicates: 5 – strongly agree 4 -agree 3 -neither agree nor disagree 2 -disagree 1 -strongly disagree

Items: Language use questionnaires	5	4	3	2	1
I use Awign language in my interpersonal communication for instance: at home, at school, at the market.					
I use Awign language in the classroom to communicate with students and teachers.					
I have developed a good personal relationship with any one by using Awign language.					
I use Awign language to associate my understanding of the subject to real situation of my environment.					
I use Awign language to perform religious activities.					
I use Awign language to Write a note to any activity.					

IV: Open-ended questionnaire for students

1. What are the advantage and disadvantage of learning Awign language as a second language in the classroom?
2. Please list the factors that negatively affect your attitudes and motivations towards the learning of Awign language as a language?
3. In your day to day communication where and with whom do you use Awign language?

APPENDIX- B: Interview Questionnaires for Teachers

1. How do you explain the attitudes and motivations of your students towards the learning of the language?
2. What factors negatively affect the attitudes and motivations of the students towards the learning Awign language as a language?
4. What do you do to make the students speaking in Awign inside and outside the classroom?
5. Which language(s) do your students use to address you in one of each of the following circumstances?

- I. Inside the classroom (for example to ask questions)
 - II. Outside the classroom (for example during break)
 - III. Outside the school area (for example, the street)
6. Does your school have enough teachers' guide, a syllabus and additional reading materials?

APPENDIX- C: Interview Questionnaires for Students

1. What factors negatively affect your attitudes and motivations towards the learning of Awign language?
2. For what purpose do you use Awign language in your class room?
3. What is your attitude towards the learning of the language?
4. Which language do you use most frequently in your day - to - day communication?

APPENDIX- D: Questions to Focus Group Discussions for Students

1. Did you understand when you learn Awign language in the classroom?
2. Did you use Awign language to ask or answer questions in the classroom?
3. Do you believe that Awign language is used to associate your understanding of the subject to the real situation of your environment?
4. Could you mention the factors that negatively affect your attitudes and motivations towards the learning of Awign language as a language?

**ባህርዳር ዩኒቨርሲቲ
የሰነ-ልሳን ትምህርት ክፍል
የድህረ ምረቃ ትምህርት ፕሮግራም**

አባሪ-ሀ: የተማሪዎች የጽሁፍ መጠይቅ

ውድ ተማሪዎች፣ የዚህ መጠይቅ ዋና አላማ በዳንግላ ወረዳ እና ክፍለ ከተማ የሚማሩ የ2ኛ ደረጃ ትምህርት ቤት ተማሪዎች አዊኛ ቋንቋን በመማር ረገድ ያላቸውን አመለካከት እና ተነሳሽነት ለማወቅ ነው። የእርስዎ ምላሽ በዳንግላ ወረዳ እና ክፍለ ከተማ ተማሪዎች እና መምህራን የሚያጋጥሟቸውን ችግሮች እንድንረዳ ይረዱናል። ይህም የትምህርት ጥራትን ለማሻሻል እና የመፍትሄ ሃሳቦችን ለመንደፍ ያለመ ነው። ስለዚህ የእናንተ ምላሽ ለዚህ ጥናት ትልቅ አስተዋፅኦ ስለአለው ትክክለኛ ምላሻችሁን ትሰጡ ዘንድ በትህትና እጠይቃለሁ። መረጃዎ ለጥናት ዓላማ ብቻ ጥቅም ላይ የሚውል እና በሚስጥር የተያዘ መሆኑን አረጋግጣለሁ።

እባክዎን ስምዎን በወረቀት ላይ አይጻፉ።

ለትብብርዎ ከልብ አመሰግናለሁ!!

ትዕዛዝ 1: ይህ ክፍል ስለተማሪዎች የቋንቋ ዝንባሌ ወይም አመለካከት ጥያቄዎችን ያቀርባል። ስለዚህ, ከታች ባለው ሠንጠረዥ ውስጥ የተዘረዘሩትን እያንዳንዱን ዓረፍተ ነገሮች በጥምና ከአነበባችሁ በኋላ ከምትስማሙበት አምድ ስር የ “√” ምልክት አስቀምጡ። ከአምዱ በላይ ያሉት ቁጥሮች የሚያመለክቱት 5- በጣም እስማማለሁ፣ 4- እስማማለሁ፣ 3- ለመወሰን ያስቸግረኛል፣ 2- አልስማማም፣ 1- በጣም አልስማማም

ጥያቄዎች (Emotional aspect)	5	4	3	2	1
አዊኛ ቋንቋን ከትምህርት ቤት ውስጥም ሆነ ውጭ ባሉ በሁሉም በታወች መናገር እወዳለሁ።					
በአዊኛ ቋንቋ ክፍል ውስጥ መልስ መስጠት እና በመምህሮቼ፣ በወላጆቼ እና በተማሪዎች ፊት መናገር ያሳፍረኛል።					

በአዊኛ ቋንቋ ክፍል ውስጥ መልስ መስጠት እና በመምህሮቹ፣ በወላጆቹ እና በተማሪዎች ፊት መናገር ያሳፍረኛል።					
አዊኛ ቋንቋን ስናገር ሌሎች ክፍል ውስጥ ያሉ ተማሪዎች ይስቁብኛል ብዬ እጨነቃለሁ።					
የአዊኛ ቋንቋ ትምህርት ሁልጊዜ ከምወዳቸው ትምህርቶች መካከል አንዱ ነው።					
እውነት ለመናገር አዊኛ ቋንቋን የመናገር ፍላጎት የለኝም።					
አዊኛ ቋንቋን ማጥናት አዳዲስ ሀሳቦችን እንድንፈጥር እና ኩራት እንዲሰማኝ ያደርጋል ።					
ከማንኛውም የሀገር ውስጥ ቋንቋዎች ይልቅ በአዊኛ ቋንቋ መማርን እመርጣለሁ።					
አዊኛ ቋንቋን አቀላጥፌ ብናገር እመኛለሁ።					
የትምህርት ቤት ስብሰባ ላይ አዊኛ ቋንቋን በመጠቀም ስላተፍ በጣም ደስ ይለኛል።					
የትምህርት ቤት ስብሰባ ላይ አዊኛ ቋንቋን በመጠቀም ስላተፍ በጣም ደስ ይለኛል።					
አዊኛ ቋንቋን ከሚናገሩ ሰዎች ጋር መገናኘት ያስደስተኛል።					

ጥያቄዎች(Cognitive aspects)	5	4	3	2	1
የትምህርት አድማሴን ስለሚያሳድግልኝ አዊኛ ቋንቋ መማሪ ወሳኝ ነው።					
አዊኛ ቋንቋን የሚያስተምር የቋንቋ ትምህርት ቤት ካለ በራሴ እማራለሁ።					
በአዊኛ ጎበዝ መሆኔ ሌሎች ትምህርቶችን በደንብ እንዳጠና ይረዳኛል።					
አዊኛ ቋንቋን መማሪ እውቀቴን እና ግንዛቤዬን አሳድጎልኛል።					
በአዊኛ የትምህርት አይነት ውስጥ ያሉትን ጠቃሚ የሆኑ የትምህርት ይዘቶች በአዊኛ ቋንቋ ማጠቃለል ይከብደኛል።					

አዊኛ ቋንቋን መማሪ በአዊኛ ቋንቋ እንድንገባ ይረዳኛል።					
በአዊኛ ትምህርት ያገኘሁትን እውቀት በእውነተኛ ህይወት ለመተግበር አልቻልኩም።					
አዊኛ ቋንቋን መማሪ ራሴን የበለጠ በትክክል እንድንገልጽ እና የመተማመን ስሜት እንዲኖረኝ ያደርጋል።					
አዊኛ ቋንቋን መማር ያስደስተኛል ምክንያቱም አዊኝ ቋንቋ የሚናገሩ ሰዎችን እወዳለሁ።					

ጥያቄዎች (Behavioral aspect)	5	4	3	2	1
አዊኛ ቋንቋን መማር ከጓደኞቼ ጋር ጥሩ ግንኙነት እንዲኖረኝ ይረዳኛል።					
በክፍሌ ውስጥ ያለ ተማሪ አዊኛ ቋንቋን በደንብ ሲናገር ስሰማ፣ ከእሱ/ሷ ጋር መነጋገርን እወዳለሁ።					
ወላጆቼ አዊኛ ቋንቋን በትክክል እንድናገር ያበረታቱኛል።					
አዊኛ ቋንቋን መማሪ ስብዕናዬን እንዳሻሽል ይረዳኛል።					
በአዊኛ ቋንቋ መናገር ሲኖርብኝ ጥሩ ስሜት የለኝም ።					
ከክፍል ውጭ የአዊኝ ቋንቋ መጽሐፎችን እና መጽሔቶችን አነባለሁ።					

ትዕዛዝ 2: ይህ ክፍል በዳንግላ ወረዳ እና ክፍለ ከተማ በ2ኛ ደረጃ ትምህርት ቤቶች የሚማሩ ተማሪዎች አዊኛ ቋንቋን ለመማር ያላቸው ተነሳሽነት ላይ መረጃ ለማግኘት ጥያቄዎችን አቅርቧል። ስለዚህ፣ ከታች ባለው ሠንጠረዥ ውስጥ የተዘረዘሩትን እያንዳንዱን ዓረፍተ ነገሮች በጥሞና ከአነበባችሁ በኋላ ከምትስማሙበት አምድ ስር የ “√” ምልክት አስቀምጡ። ከአምዱ በላይ ያሉት ቁጥሮች የሚያመለክቱት 5- በጣም እስማማለሁ፣ 4- እስማማለሁ፣ 3- መወሰን ያስቸግረኛል፣ 2- አልስማማም፣ 1- በጣም አልስማማም

ጥያቄዎች (Integrative motivational related questionnaires)	5	4	3	2	1
አዊኛ ቋንቋን መማሪ የአዊኝ መጽሐፍት፣ ታሪኮች፣ በአዊኝ የታተሙ ፊልሞችን እንድንገነዘብ ያስችለኛል።					
አዊኛ ቋንቋን መማሪ የቋንቋው ተናጋሪ ሰዎችን የሕይወት መንገዶች(አኗኗር)					

በደንብ እንደረዳ እና እንዳደንቅ ያስችለኛል።					
አዊኛ መማሪያ ከሌሎች የቋንቋ ዳራ ካላቸው ሰዎች ጋር በአዊኛ ቋንቋ በተለያዩ ጉዳዮች ላይ እንደወያይ ያስችለኛል።					
አዊኛ ቋንቋ መማር እውቀቴን ለሌሎች ሰዎች እንዳካፍል ይረደኛል፤ ለምሳሌ ቱሪስት ለሚጎበኙ ሰዎች አቅጣጫዎችን ለመጠቀም።					
አዊኛ ቋንቋን መማር ከሌሎች የባህል ዳራዎች ከተውጣጡ ሰዎች ጋር በትምህርት፣ ማህበራዊ እና ሙያዊ እንቅስቃሴዎች በነጻነት እንድሳተፍ ያስችለኛል።					
አዊኛ ቋንቋን መማር እንደ አፈ ፊት ተናጋሪዎች እንድናገር ያስችለኛል።- ለምሳሌ፣ ጥሩ ቃላትን፣ ዘየን፣ ድምፀትን ወዘተ.					
አዊኛ ቋንቋን መማሪያ አስተዋይ እና ተግባራዊ እንድሆን ይረደኛል።					
አዊኛ ቋንቋን መማሪያ በቋንቋው ላይ ከፍተኛ ብቃት እንዲኖረኝ አስችሎኛል።					
አዊኛ ቋንቋን መማር ለእኔ ጠቃሚ ነው ምክንያቱም የህዝቡን ባህል፣ ጥበብ እና ስነጽሁፍ የበለጠ ለመረዳት እና ለማድነቅ ያስችለኛል።					

ጥያቄዎች (Instrumental motivational aspect related questionnaires)	5	4	3	2	1
እኔ አዊኛ ቋንቋን በዋናነት የምጠቀመው ለክፍል ስራዎች እና ፈተናዎችን ለማለፍ ብቻ ነው።					
በአዊኛ ጎበዝ መሆን ወደበለጠ የህይወት ስኬቶች ሊመራኝ ይችላል ብዬ አስባለሁ።					
በአዊኛ ቋንቋ ጎበዝ መሆኔ ሌሎች ሰዎች እንዲያከብሩኝ ያደርጋል።					
አዊኛ ቋንቋን መማር ጥሩ ስራ ለማግኘት ይጠቅማል።					
አዊኛ ቋንቋን መማር ወደ ውጭ አገር ለመጓዝ በጣም አስፈላጊ ነው።					
አዊኛ ቋንቋን መማር እውቀት ያለው እና ጎበዝ ሰው ለመሆን በጣም አስፈላጊ ነው።					

ትዕዛዝ 3: በዚህ ክፍል አዊኛ ቋንቋን ለመማር ያለዎት አመለካከት እና መነሳሳት ላይ አሉታዊ ተፅእኖ ከሚያሳድሩ ምክንያቶች ጋር የተያያዙ ጥያቄዎች ቀርበዋል። ስለዚህ፣ ከታች ባለው ሠንጠረዥ ውስጥ የተዘረዘሩትን እያንዳንዱን ዓረፍተ ነገሮች በጥምና ከአነበባችሁ በኋላ ከምትስማሙበት አምድ ስር የ “√” ምልክት አስቀምጡ። ከአምዱ በላይ ያሉት ቁጥሮች የሚያመለክቱት 5- በጣም እስማማለሁ፣ 4- እስማማለሁ፣ 3- መወሰን ያስቸግረኛል፣ 2- አልስማማም፣ 1- በጣም አልስማማም

ጥያቄዎች (factors that affect the students to learn the language)	5	4	3	2	1
የአስተማሪዎች ጥሩ ያልሆኑ የማስተማር ስነ ዘዴዎች					
ጥሩ ያልሆነ የክፍል ሁኔታ					
የአስተማሪዎች አወንታዊ ግብረ መልስ እጥረት					
በተማሪዎች እና በአስተማሪዎች መካከል ጥሩ ግንኙነት አለመኖር					
የአዊኛ ቋንቋ ትምህርት መማሪያ ቁሳቁሶች አለመገኘት					
የቋንቋው ተፈጥሮ አስቸጋሪነት					
ፍላጎት ማጣት					
በቤተ-መጽሐፍት ውስጥ ለአዊኛ ቋንቋ የሚረዱ የማጣቀሻ መጻሕፍት እጥረት					
የአዊኛ ቋንቋ መሰረታዊ የውቀት ማነስ					
ለቋንቋው ያለን አሉታዊ ግንዛቤ እና ተነሳሽነት					
ለቋንቋው ማህበረሰብ ያለን አሉታዊ አመለካከት					

ትዕዛዝ 4: ይህ ክፍል ከቋንቋ አጠቃቀም ጋር የተያያዙ ጥያቄዎችን አካቷል። ስለዚህ፣ ከታች ባለው ሠንጠረዥ ውስጥ የተዘረዘሩትን እያንዳንዱን ዓረፍተ ነገሮች በጥሞና ከአነባቸው በኋላ ከምትስማሙበት አምድ ስር የ “√” ምልክት አስቀምጡ። ከአምዱ በላይ ያሉት ቁጥሮች የሚያመለክቱት 5- በጣም እስማማለሁ፣ 4- እስማማለሁ፣ 3- መወሰን ያስቸግረኛል፣ 2- አልስማማም፣ 1- በጣም አልስማማም

Items: Language use questionnaires	5	4	3	2	1
በግላዊ ግንኙነቱ ውስጥ አዊኛ ቋንቋን እጠቀማለሁ ለምሳሌ፡ ቤት ውስጥ፣ በትምህርት ቤት፣ በገበያ ቦታዎች ወ.ዘ.ተ					
አዊኛ ቋንቋን ከተማሪዎች እና አስተማሪዎች ጋር ለመግባባት በክፍል ውስጥ እጠቀማለሁ።					
አዊኛ ቋንቋን በመጠቀም ከሁሉም ጋር ጥሩ ግላዊ ግንኙነት ፈጥራለሁ።					
በትምህርት ያገኘሁትን ግንዛቤ ከአካባቢዬ ተጨባጭ ሁኔታ ጋር ለማያያዝ አዊኛ ቋንቋን					

እጠቀማለሁ።					
መመልከት፣ ሬዲዮ ማዳመጥ፣ ቪዲዮ መመልከት የመሳሰሉ ተግባራትን ለማከናወን አዊኛ ቋንቋ እጠቀማለሁ።					
ሃይማኖታዊ ተግባራትን ለማከናወን አዊኛ ቋንቋን እጠቀማለሁ።					
ለማንኛውም እንቅስቃሴ ማስታወሻ ለመጻፍ አዊኛ ቋንቋን እጠቀማለሁ።					

ለተማሪዎች የተዘጋጁ ልቅ ጥያቄዎች

ትዕዛዝ 5፡ ለሚከተሉት ጥያቄዎች ተገቢውን ማብራሪያ ስጥ/ጭ።

1. በክፍል ውስጥ አዊኛ ቋንቋን መማር አሉዊ እና አውንታዊ ገፅታው ምንድን ነው?

2. የአዊኛ ቋንቋን እንደ ቋንቋ ለመማር ባለዎት አመለካከት እና ተነሳሽነት ላይ ተጽኖ የሚያሳድሩ ምክንያቶችን ይዘርዘሩ።

4. በእለት ከእለተ ተግባራት/ሽ አዊኛ ቋንቋን የት እና ከማን ጋር ትጠቀምበት አለህ/ሽ

አባሪ -ለ፡ ለመምራን የተዘጋጀ የቃል መጠይቅ

1. ተማሪዎች ስለ ቋንቋው ትምህርት ያላቸውን አመለካከትና ተነሳሽነት እንዴት ይገልፁዋል? እባክዎ ያብራሩልኝ?
2. ተማሪዎች የአዊኛ ቋንቋን እንደ ቋንቋ ለመማር ያላቸውን አመለካከት እና ተነሳሽነት ላይ አሉታዊ ተጽእኖ የሚያሳድሩ ነገሮች ምንድን ናቸው ይላሉ?
4. ተማሪዎቹ በክፍል ውስጥ እና ከክፍል ውጭ በአዊኛ ቋንቋ እንዲናገሩ ለማድረግ ምን ታደርጋለህ?
5. ከሚከተሉት ሁኔታዎች ውስጥ ተማሪዎች እርስዎን ለማናገር በዋናነት የሚጠቀሙበት ቋንቋ(ዎች) የትኞቹ ናቸው?

- I. በክፍል ውስጥ (ለምሳሌ ጥያቄዎችን ለመጠየቅ)

- II. ክፍል ውጭ (ለምሳሌ በእረፍት ጊዜ)

- III. ከትምህርት ቤት ውጭ (ለምሳሌ መንገድ ላይ)

6. ትምህርት ቤትዎ በቂ የመምህራን መምሪያ፣ ሥርዓተ ትምህርት እና ተጨማሪ የንባብ መጽሀፍቶች አሉት?

አባራ- ሐ: ለተማሪዎች የተዘጋጁ የቃል ጥያቄዎች

- 1. የአዊኛ ቋንቋን እንደ ቋንቋ ለመማር ያለዎትን አመለካከት እና ተነሳሽነት ላይ አሉታዊ ተጽዕኖ የሚያሳድሩ ነገሮች ምንምን ናቸው?
- 2. በክፍልዎ ውስጥ አዊኛ ቋንቋን ለምን ለምን እንደሚጠቀሙበት ያብራሩ?
- 3. ቋንቋው ለመማር ያለዎት አመለካከት ምንድን ነው?
- 4. አዊኛ ቋንቋን መማር እውቀት ያለው እና ችሎታ ያለው ሰው ለመሆን በጣም አስፈላጊ ነው ብለው ያምናሉ? ያብራሩ
- 5. በዕለት ተዕለት ግንኙነትዎ ውስጥ የትኛውን ቋንቋ በብዛት ይጠቀማሉ? ለምን ጉዳይ?

አባራ- መ: ተማሪዎችን ለማወያየት የተዘጋጁ

ጥያቄዎች

ትዕዛዝ 11: ለሚከተሉት ጥያቄዎች በቡድን ተወያይታችሁ ተገቢውን ማብራሪያ ስጡ።

- 1. በክፍል ውስጥ አዊኛ ቋንቋን ስትማሩ በትክክል ትረዱታላችሁ?-----

- 2. በክፍል ውስጥ ጥያቄዎችን ለመጠየቅ ወይም ለመመለስ አዊኛ ቋንቋን ትጠቅማለህ/ሽ?-----

3. በትምርት ያገናኙሁትን ግንዛቤ ከአካባቢዎ ተጨባጭ ሁኔታ ጋር ለማያያዝ አዊኛ ቋንቋ ይጠቅማል ብላችሁ ታስባላችሁን? -----

4. የአዊኛ ቋንቋን እንደ ቋንቋ ለመማር ያለዎት አመለካከት እና ተነሳሽነት ላይ አሉታዊ ተፅእኖ የሚያሳድሩ ምክንያቶችን መጥቀስ ይችላሉ? -----

አባሪ 3:- የናሙና ቃለ መጠይቅ

አባሪ-3 ሀ፣ የተማሪዎች ቃለ መጠይቅ

የጠያቂው ስም: እንደሻው አለሙ።

ቀን: 24.8.2015.

የቃለ ምልልሱ ቆይታ 2:30'

ቃለ መጠይቅ የተደረገላቸው:- በዳንግላ ወረዳ እና ከተማ የሁለተኛ ደረጃ ተማሪዎች

ቃለ መጠይቁ የተካሄደው በትምህርት ቤቱ ግቢ ውስጥ ነው።

ከመቅረጻ ድምጽ ወደ ጽሁፍ የተለወጠ ከተማሪዎች የተገኘ የቃለ መጠይቅ መልስ

የድምጽ ቀረጻው የጥናቱን ዓላማ ለማሳካት እና ትንታኔዎችን ለማሻሻል ለምርምር ትንተና ዓላማ በተመራማሪው እንዲቆይ ተደርጓል። ሙሉ ቃለ መጠይቅ የተደረገላቸው ምላሾች ከአማርኛ ወደ እንግሊዝኛ ተተርጉመዋል። ትርጉሙ በምርምር አማካሪዎቹ ተረጋግጧል።

ጠያቂ:- የአዊኛ ቋንቋን እንደ ቋንቋ ለመማር ያለዎት አመለካከት እና ተነሳሽነት ላይ አሉታዊ ተጽዕኖ የሚያሳድሩ ነገሮች ምንምን ናቸው?

- **ተጠያቂ 1:-**ብዙ የአዊኛ ቋንቋ ተናጋሪዎች በትምህርት ቤቱ ቅጥር ግቢ ውስጥ እና ከትምህርት ቤቱ ቅጥር ግቢ ውጭ አለመኖር እና ቋንቋውን ለማስተማር ፍቃደኛ አለመሆን፣ የመምህራን አዊኛ ቋንቋን የማስተማር ብቃት ማነስ፣ የአስተማሪዎች አወንታዊ ግብረ መልስ አጥረት፣ ወላጆች እና ማህበረሰቡ ቋንቋውን እንድንማር ስለማያበረታቱን ።
- **ተጠያቂ 2:-**ብዙ የአዊኛ ቋንቋ ተናጋሪዎች በትምህርት ቤቱ ቅጥር ግቢ ውጭ አለመኖር እና ቋንቋውን ለማስተማር ፍቃደኛ አለመሆን፣ ወላጆች እና ማህበረሰቡ ቋንቋውን እንድንማር ስለማያበረታቱን
- **ተጠያቂ 11:-**ብዙ የአዊኛ ቋንቋ ተናጋሪዎች በትምህርት ቤቱ ቅጥር ግቢ ውስጥ እና ከትምህርት ቤቱ ቅጥር ግቢ ውጭ አለመኖር እና ቋንቋውን ለማስተማር ፍቃደኛ አለመሆን፣ የመምህራን አዊኛ ቋንቋን የማስተማር ብቃት ማነስ

- ተጠያቂ 3:-የመንግስት ድጋፍ ማነስ፣ ትኩረት አለመስጠት፣ የአዊኝ አጋዥ መጽሀፍቶችን በጊዜ አለመጠቀም፣ የቋንቋው አስቸጋሪነት ወዘተ።
- ተጠያቂ 5:-ከቤተሰብ ማበረታቻ ማጣት፣ በትምህርት ቤቱ ውስጥ የማበረታቻ መርሃ ግብሮች እጥረት (የአዊኛ ቀን/ ፕሮግራም)፣ የራሳችን ፍላጎት እና ለቋንቋው ተነሳሽነት ማጣት፣ የጓደኛ ግፊት ወዘተ።
- ተጠያቂ 9:- የመንግስት ድጋፍ ማነስ፣ ትኩረት አለመስጠት፣ የአዊኝ አጋዥ መጽሀፍቶችን በጊዜ አለመጠቀም፣ የቋንቋው አስቸጋሪነት ናቸው።
- ተጠያቂ12:-ቋንቋውን ለመማር ፍላጎት ማጣት፣ ተነሳሽነት ማጣት፣ ለቋንቋው ማህበረሰብ ያላን አሉታዊ ።
- ተጠያቂ 9:- ቋንቋውን ለመማር ልምምድ አለማድረግ፣ ለቋንቋው ያለን ጭፍን ጥላቻ፣ ብሄር ተኮር አመለካከት መኖር፣ ለቋንቋው ተናጋሪዎች ያለን አሉታዊ አመለካከት የመሳሰሉት ናቸው።
- ጠያቂ 12:- የብሄር ተኮር ስሜት መኖር፣ ጥሩ የሆነ ግላዊ ግንኙነት ማጣት፣ ጥሩ ያልሆነ ያለፈ የህይወት ተሞክሮ፣ ከወላጆች ማበረታቻ ማጣት ፣ እና ለቋንቋ ተናጋሪዎች የለን አሉታዊ አመለካከት ጥቂቶቹ ናቸው።
- ጠያቂ 4:- ቋንቋውን ለመማር ፍላጎት ማጣት፣ ስለቋንቋው አስፈላጊነት ግንዛቤ ማነስ እና በ-በየን መረብ የተደገፉ የአጋዥ መጽሐፎቶች እጥረት።
- ጠያቂ 6:- ስህተት መስራትን መፍራት፣ ለፈተናቸው ብቻ እንደ አማርኛ እና እንግሊዘኛ ባሉ አንዳንድ የቋንቋ ክህሎት ክፍሎች ላይ አፅንዖት መስጠት፣ የአዊኛ ቋንቋ ለመማር ከውስጥ የመነጨ ፍላጎት አለመኖር፣ በመስረታዊ የቋንቋ ክህሎቶች ላይ የእውቀት ማነስ።
- ተጠያቂ 5:- ለቋንቋው ማህበረሰብ ያላቸው አሉታዊ አመለካከት፣ ለሁሉም ተማሪዎች በቂ የአዊኛ መማሪያ መጽሀፍት አለመኖር እና በራስ አለመተማመን።
- ጠያቂ 7: ቋንቋውን ለመማር ፍላጎት ማጣት፣ ተነሳሽነት ማጣት፣ ለቋንቋው ማህበረሰብ ያላቸው አሉታዊ አመለካከት፣ ለሁሉም ተማሪዎች በቂ የአዊኛ መማሪያ መጽሀፍት አለመኖር፣ በራስ አለመተማመን።
- ጠያቂ 8: ቋንቋውን ተነሳሽነት ማጣት፣ ለቋንቋው ማህበረሰብ ያላቸው አሉታዊ አመለካከት፣ ለሁሉም ተማሪዎች በቂ የአዊኛ መማሪያ መጽሀፍት አለመኖር፣ በራስ አለመተማመን።

- **ጠያቂ 10:-** ቋንቋውን ለመማር ፍላጎት ማጣት፤ ስለቋንቋው አስፈላጊነት ግንዛቤ ማነስ እና በ-በየን መረብ የተደገፉ የአጋዥ መጽሐፎቶች እጥረት።

ጠያቂ:- በክፍልዎ ውስጥ አዊኛ ቋንቋን ለምን ለምን እንደሚጠቀሙበት ያብራሩ?

- **ተጠያቂ 1 :-** ለምንም አልጠቀምበትም
- **ተጠያቂ 3 :-** የአዊኛ ቋንቋን መማር ይሁን መናገር አልወድም ምክንያቱም አዊኛ ቋንቋ ከተለያዩ የቋንቋ ዳራ ከተውጣጡ ሰዎች ጋር እንድንናኝ አያስችለንም ብዬ ስለማስብ ነው። በተጨማሪም የማስተማሪያ ስንዘዴው አዊኛ ስላልሆነ እና ለመግባባት ስለማንጠቀምበት።
- **ተጠያቂ 5 :-** አንዳንድ ጊዜ በክፍል ውስጥ አዊኛ ቋንቋን ለተለያዩ ዓላማዎች እጠቀማለሁ ለምሳሌ ጥያቄዎችን ለመጠየቅ፣ መምህሩ ጥያቄዎችን ሲጠይቁ መልስ ለመስጠት፣ በቡድን ውይይት ወቅት እርስ በርስ ለመነጋገር፣ ከመምህራን ጋር ለመነጋገር እና ጥሩ የቋንቋ መስተጋብር ለመፍጠር፣ ከክፍል ጓደኞቻችን ጋር በተለይም ከአዊኛ ተወላጅ ተናጋሪዎች ጋር ሀሳቦችን ለመለዋወጥ እና ጥብቅ ግንኙነቶችን ለመፍጠር እጠቀምበትአለሁ።
- **ተጠያቂ 2:-** በክፍል ውስጥ ለምንም አይነት አላማ አልጠቀምበትም ምክንያቱም አዊኛ ቋንቋ የአፍ መፍቻ ቋንቋዬ ስላልሆነ እና አማርኛ ቋንቋ የአፍ መፍቻ ቋንቋዬ ስለሆነ።
- **ተጠያቂ 6:-** አዊኛ ቋንቋን ለምንም አላማ አልጠቀምበትም ምክንያቱም አዊኛ ቋንቋ ሁል ጊዜ ከትምህርት ቤት እና ከትምህርት ቤት ውጭ ስለማይነገር (እንኳን ሌላ በትምህርት ቤቱ ውስጥ የአዊኛ ቋንቋ ቀን የለም)።
- **ተጠያቂ 8:-** በክፍል ውስጥ አዊኛ ቋንቋን የምጠቀመው ፈተናዎችን ለማለፍ ብቻ ነው።
- **ተጠያቂ 9:-** በክፍል ውስጥ አዊኛ ቋንቋን መጠቀም አልችልም ምክንያቱም ቋንቋው በራሱ አስቸጋሪ ስለሆነ።
- **ተጠያቂ 10:-** ለመምህራ ሰላምታ ለመስጠት፣ በመምህራ የተሰጠኝን የክፍል ስራ ለመስራት አዊኛ ቋንቋን እጠቀምበትአለሁ።
- **ተጠያቂ 11:-** በክፍል ውስጥ አዊኛ ቋንቋን አልጠቀምም ምክንያቱም፡
 - አዊኛ ቋንቋ የአፍ መፍቻ ቋንቋዬ ስላልሆነ።
 - አዊኛ ቋንቋ ሁሌም ከትምህርት ቤት ውጭም ይሁን ከትምህርት ቤት ውስጥ አይተገበርም (በትምህርት ቤቱ የአዊኛ ቀን እንኳን የለም)።
 - ሌሎች ትምህርቶች በአዊኛ ቋንቋ ሳይሆን በአማርኛ እና በእንግሊዘኛ ስለሚሰጡ።

- ተጠያቂ 12:- በክፍል ውስጥ አዊኛ ቋንቋን አልጠቀምም ምክንያቱም አዊኛ ቋንቋ የአፍ መፍቻ ቋንቋዬ ስላልሆነ::
 - አዊኛ ቋንቋ የአፍ መፍቻ ቋንቋዬ ስላልሆነ::
 - አዊኛ ቋንቋ ሁሌም ከትምህርት ቤት ውጭም ይሁን ከትምህርት ቤት ውስጥ አይተገበርም (በትምህርት ቤቱ የአዊኛ ቀን እንኳን የለም)::
 - ሌሎች ትምህርቶች በአዊኛ ቋንቋ ሳይሆን በአማርኛ እና በእንግሊዘኛ ስለሚሰጡ::

ጠያቂ:- ቋንቋውን ለመማር ያለዎት አመለካከት ምንድን ነው?

- ተጠያቂ1:- አዊኛ ቋንቋን ለመማር ጥሩ አመለካከት አለኝ::
- ተጠያቂ 2:- የአዊኛ ቋንቋን ለመማር ፍላጎት የለኝም::
- ተጠያቂ 3:- የአዊኛ ቋንቋን መማር አልወድም ምክንያቱም ለመማር አስቸጋሪ እና ከባድ ስለሆነ::
- ተጠያቂ 4:- አዊኛ ቋንቋ ለመጠቀም እና ለመማር ፈቃደኛ አይደለሁም ምክንያቱም በሁለተኛ ደረጃ ትምህርት ቤቶች የአዊኛ ቋንቋን መማር ጊዜ ማባከን ነው::
- ተጠያቂ 5 እና 7:- አዊኛ ቋንቋን ለመማር እና ለመጠቀም ፍላጎት የለኝም::
- ተጠያቂ 6:- የአዊኛ ቋንቋን ለመማር በትንሹም ቢሆን ፍላጎት አለኝ::
- ተጠያቂ10:- የአዊኛ ቋንቋን መማር አልወድም ምክንያቱም ወላጆቼ አዊኛ ቋንቋን እንድማር አያበረታቱኝም ይልቁንም አማርኛ እና እንግሊዘኛ እንድማር ያበረታቱኛል::
- ተጠያቂ 8:- አዊኛ ቋንቋን ለመጠቀም እና ለመማር ፍቃደኛ አይደለሁም እንዲሁም ከጓደኞቼ ጋር በአዊኛ ቋንቋ ጥሩ ግላዊ ግንኙነት ለመፍጠርም ብቁ አይደለሁም:: ሲቀጥልም አዊኛ ቋንቋ በኢትዮጵያ ብሔራዊ ፈተና አልተካተተም ስለሆነም በሁለተኛ ደረጃ የአዊኛ ቋንቋ መማር ጊዜ ማባከን ነው ::

ጠያቂ:- በዕለት-ተዕለት ግንኙነት ውስጥ የትኛውን ቋንቋ በብዛት ይጠቀማሉ?

- ተጠያቂ 1:- የአፍ መፍቻ ቋንቋዬ ስላልሆነ በእለት-ከእለት ግንኙነቱ ውስጥ አዊኛ ቋንቋን አልጠቀምም::
- ተጠያቂ 2:- አዊኛ ቋንቋን በጥቂቱ እጠቀማለሁ::
- ተጠያቂ3:- በእለት ከእለት ግንኙነቱ አማረኛን በብዛት እጠቀማለሁ ምክንያቱም የአፍ መፍቻ ቋንቋዬ ነው፣ አማርኛ ደግሞ የሃገራችን የስራ ቋንቋን ነው::

- **ተጠያቂ 4:-** የአዊኛ ቋንቋን አልተጠቀምም ምክንያቱም አዊኛ ቋንቋ ሀገር አቀፍ ቋንቋ አይደለም።
- **ተጠያቂ 5:-** ከጓደኞቹ ጋር በአዊኛ ቋንቋ ጥሩ ተግባራት ለመፍጠር ብቁ አይደለሁም ምክንያቱም የአፍ መፍቻ ቋንቋዬ ስላልሆነ።
- **ተጠያቂ 7:-** በእለት ተእለት ግንኙነትዬ አማርኛ ቋንቋ እጠቀማለሁ ምክንያቱም የአዊኛ ቋንቋን አቀላጥፌ ስለማልችል በአዊኛ ቋንቋ መናገር አልፈልግም።
- **ተጠያቂ 8:-** በእለት ከእለት ተግባራት አማርኛን በብዛት እጠቀማለሁ ምክንያቱም ቤተሰቦቼ እና ጓደኞቼ በጣም በተደጋጋሚ አማርኛ ስለሚናገሩ እና በዳንግላ ወረዳ እና በክፍለ ከተማው የሚኖሩ አብዛኛዎቹ ህዝቦች አማርኛ ስለሚናገሩ። ስለዚህ አማርኛ መናገር እወዳለሁ።
- **ተጠያቂ10:-** በእለት ከእለት ተግባራት ውስጥ አማርኛን በብዛት እጠቀማለሁ ምክንያቱም የአፍ መፍቻ ቋንቋዬ ነው።
- **ተጠያቂ12:-** በእለት ከእለት ተግባራት አማርኛን በብዛት እጠቀማለሁ ምክንያቱም የአፍ መፍቻ ቋንቋዬ ነው፤ አማርኛ ደግሞ የሃገራቱ የስራ ቋንቋ ነው፤ ይህ ብቻ ሳይሆን፤ በዳንግላ ወረዳ እና በክፍለ ከተማው የሚኖር አብዛኛው ህዝብ አማርኛ ተናጋሪ ነው። ስለዚህ አማርኛ መናገር እወዳለሁ።
- **ተጠያቂ 6:-** እኔ የአዊኛ ቋንቋ ተናጋሪ ብሆንም በዕለት-ተዕለት መግባቢያዬ ከአፍ መፍቻ ቋንቋዬ ይልቅ ሁለተኛ ቋንቋዬን -አማርኛን በብዛት እጠቀማለሁ ምክንያቱም በዳንግላ ወረዳ እና ክፍለ ከተማ አማርኛ በብዛት ስለሚነገር ነው።
- **ተጠያቂ 11:-** አዊኛን አቀላጥፌ እናገራለሁ ምክንያቱም አዊኛ ቋንቋን በእለት-ከእለት ግንኙነትዬ ስጠቀም በራስ መተማመን ይሰጠኛል።

3. ለ:- የመምህራን ቃለ መጠይቅ

የጠያቂው ስም: እንደሻው አለሙ

ቀን: 25.8.2015.

ቃለ መጠይቁ 2 ሰአት ፈጅቷል

ቃለ መጠይቅ የተደረገለት:- የሁለተኛ ደረጃ ትምህርት ቤት የአዊኛ ቋንቋ መምህራን በዳንግላ ወረዳና ክፍለ-ከተማ።

ቃለ መጠይቁ የተካሄደው በትምህርት ቤቱ ግቢ ውስጥ ነው።

ከመቅረጻ ድምጽ ወደ ጽሁፍ የተለወጠ ከመምህራን የተገኘ የቃለ መጠይቅ መልስ

ጠያቂ:- ተማሪዎች ስለ ቋንቋው ትምህርት ያላቸውን አመለካከትና ተነሳሽነት እንዴት ይገልፁዳል? እባክዎ ያብራሩልኝ?

- ተጠያቂ 1:- በቁጥር አብዛኞቹ ተማሪዎች የአዊኛ ቋንቋን ለመማር አሉታዊ አመለካከት አላቸው።**

- **ተጠያቂ 2:-** አብዛኞቹ ተማሪዎች አዊኛ ቋንቋን ለመማር አሉታዊ አመለካከት አላቸው፤ በተቃራኒው ጥቂት ቁጥር ያላቸው ተማሪዎች አዊኛ ቋንቋን ለመማር ጥሩ አመለካከት አላቸው።
- **ተጠያቂ 3:-** አንዳንድ ተማሪዎች አዊኛ ቋንቋን በትምህርት ቤቱ ግቢ እና ከትምህርት ቤቱ ግቢ ውጭ ለመማር ፍላጎት አላቸው። ነገርንም አብዛኞቹ ተማሪዎች ቋንቋውን ለመማር ፍላጎት የላቸውም።
- **ተጠያቂ 4:-** በአጠቃላይ አብዛኛው ተማሪ አዊኛ ቋንቋን በትምህርት ቤት ግቢ ይሁን ከትምህርት ቤቱ ግቢ ውጭ የመማር ፍላጎት የላቸውም። በሚከተሉት ዋና ዋና ምክንያቶች የተነሳ:
 - ተማሪዎች በአካባቢያዊ ቋንቋዎች (በአዊኛ ቋንቋ) ብዙ እውቀት እንደማያገኙ ይገምታሉ።
 - የአዊኛ ቋንቋን መማር ሌላ ቦታ ለመስራት እድል እንደሌለው ያስባሉ።
- **ተጠያቂ 6:-** በአጠቃላይ አብዛኛው ተማሪ አዊኛ ቋንቋን በትምህርት ቤት ግቢ ይሁን ከትምህርት ቤቱ ግቢ ውጭ የመማር ፍላጎት የላቸውም ምክንያቱም የአዊኛ ቋንቋን መማር ሌላ ቦታ ለመስራት እድል እንደሌለው ስለሚያስቡ።
- **ተጠያቂ 5:-** አብዛኞቹ ተማሪዎች አዊኛ ቋንቋን በትምህርት ቤት ግቢ ውስጥ ይሁን ከትምህርት ቤት ግቢ ውጭ ለመማር አሉታዊ አመለካከት አላቸው ምክንያቱም የተማሪ ወላጆች ልጆቻቸው አዊኛ ቋንቋ ሲማሩ ደስተኞች አይደሉም ይልቁንም ልጆቻቸው አማርኛ ሲማሩ ይደስታሉ። እንዲሁም አንዳንድ ተማሪዎች በዩኒቨርሲቲ ወይም በኮሌጅ ደረጃ የአዊኛ ቋንቋ ቀጣይነት የለውም ብለው ያስባሉ ስለሆነም ቋንቋውን መማር ጊዜ ማባከን ነው ብለው ያስባሉ።

ጠያቂ:- ተማሪዎች የአዊኛ ቋንቋን እንደ ቋንቋ ለመማር ያላቸውን አመለካከት እና ተነሳሽነት ላይ አሉታዊ ተጽእኖ የሚያሳድሩ ነገሮች ምንድን ናቸው ይላሉ?

- **ተጠያቂ 1:-** እውነት ለመናገር በተማሪዎቹ አመለካከት እና ተነሳሽነት ላይ ተጽዕኖ የሚያሳድሩ ብዙ ምክንያቶች አሉ። ለምሳሌ ከቤተሰብ/ቧ ማበረታቻ ማጣት፤ በትምህርት ቤቱ ውስጥ የማበረታቻ መርሃ ግብሮች እጥረት (የአዊኛ ቀን/ ፕሮግራም)፤ የራሳቸው ፍላጎት እና ለቋንቋው ተነሳሽነት ማጣት፤ የጓደኛ ግፊት ወዘተ።
- **ተጠያቂ 3:-** በእኔ እይታ በተማሪዎች አመለካከት እና ተነሳሽነት ላይ ተጽእኖ ከሚያሳድርሩ ነገሮች፤ እጅግ አሳሳቢው ነገር የወላጆች የአዊኛ ቋንቋ በመማር እና አጠቃቀም ላይ ከልጆቻቸው ጋር ያላቸው ተሳትፎ አለመኖሩ ነው ምክንያቱም የተማሪዎቹ ወላጆች

ልጆቻቸው አዊኛ ቋንቋን ሲማሩ ደስተኛ አይደሉም። አዊኛ ቋንቋን ከሚማሩ ይልቅ ልጆቻቸው አማርኛ ቋንቋ ሲማሩ ይደስታሉ።

- **ተጠያቂ 4:-** ስህተት መስራትን መፍራት፣ ለፈተናቸው ብቻ (የኢትዮጵያ ብሄራዊ ፈተና) እንደ አማርኛ እና እንግሊዘኛ ባሉ አንዳንድ የቋንቋ ክህሎት ክፍሎች ላይ አፅንዖት መስጠት፣ የአዊኛ ቋንቋ ለመማር ከውስጥ የመነጨ ፍላጎት አለመኖር፣ በመሰረታዊ የቋንቋ ክህሎቶች ላይ የእውቀት ማነስ።
- **ተጠያቂ 2:-** ቋንቋውን ለመማር ፍላጎት ማጣት፣ ተነሳሽነት ማጣት፣ ለቋንቋው ማህበረሰብ ያላቸው አሉታዊ አመለካከት፣ ለሁሉም ተማሪዎች በቂ የአዊኛ መማሪያ መጽሐፍት አለመኖር እና መልስ ሲሰጡ በራስ አለመተማመን።
- **ተጠያቂ 5:-** ለቋንቋው ማህበረሰብ ያላቸው አሉታዊ አመለካከት፣ ለሁሉም ተማሪዎች በቂ የአዊኛ መማሪያ መጽሐፍት አለመኖር እና በራስ አለመተማመን።
- **ተጠያቂ 6:-** ተመጣጣኝ የአዊኛ-የአማርኛ ቃላቶች እና የአዊኛ ቃላት በአማርኛ አለመተርጎማቸው የተማሪዎች አመለካከት እና ተነሳሽነት ላይ ተጽዕኖ የሚያሳድሩ ችግሮች ናቸው።

ጠያቂ:- ተማሪዎቹ በክፍል ውስጥ እና ከክፍል ውጭ በአዊኛ ቋንቋ እንዲናገሩ ለማድረግ ምን ታደርጋለህ?

- **ተጠያቂ 1:-** ተማሪዎቹ በትምህርት ቤቱ ግቢ እና ከትምህርት ቤቱ ግቢ ውጭ በአዊኛ ቋንቋ እንዲናገሩ አበረታታለሁ።
- **ተጠያቂ 2 እና 3:-** የአዊኛ ቋንቋን እንደ ቋንቋ መማር አስፈላጊነት ላይ ምክር በመስጠት ተማሪዎቹን አበረታታለሁ።
- **ተጠያቂ 4:-** በመጀመሪያ ተማሪዎቹ የራሳቸውን ቋንቋ እንዲማሩ ከዚያም ሌላ ማንኛውንም ቋንቋ መማር እንደሚችሉ አበረታታቸዋለሁ። ተማሪዎቹ በራሳቸው ቋንቋ ከተማሩ በቀላሉ አካባቢያቸውን እንደሚረዱ፣ በፍጥነት እንደሚማሩ እና በተማሪዎች እና በማህበረሰብ አባላት መካከል ጥሩ ግንኙነት መፍጠር እንደሚችሉ አስረዳቸውአለሁ።
- **ተጠያቂ 5:-** ተማሪዎቹ በክፍል ውስጥ እና ከክፍል ውጭ በአዊኛ እንዲናገሩ አበረታታቸዋለሁ። የተለያዩ ቋንቋዎችን የሚናገሩ ከሆነ ከሁሉም ሰው ጋር በማንኛውም ቦታ መስራት እንደሚችሉ በተደጋጋሚ እመክራቸውአለሁ።
- **ተጠያቂ 6:-** ተማሪዎቹ በክፍል ውስጥ እና ከክፍል ውጭ በአዊኛ እንዲናገሩ አበረታታቸዋለሁ።

ጠያቂ:- ከሚከተሉት ሁኔታዎች ውስጥ ተማሪዎች እርስዎን ለማናገር በዋናነት የሚጠቀሙበት ቋንቋ(ዎች) የትኞቹ ናቸው?

- I. በክፍል ውስጥ (ለምሳሌ ጥያቄዎችን ለመጠየቅ)
- II. ከክፍል ውጭ (ለምሳሌ በእረፍት ጊዜ)
- III. ከትምህርት ቤት ውጭ (ለምሳሌ መንገድ ላይ፣ በገበያ፣ በቤተ ክርስቲያን...ወዘተ)
 - ተጠያቂ 1(በክፍል ውስጥ):- አንዳንድ ተማሪዎች አንዳንድ ጊዜ አዊኛ ቋንቋን በክፍል ውስጥ ለመናገር የሞክራሉ፣ ለምሳሌ ጥያቄዎችን ለመጠየቅ፣ ሰላምታ ለመስጠት፣ ከክፍል ጓደኞቻቸው እና ከአስተማሪዎቻቸው ጋር ለመወያየት ይጠቀማሉ።
 - ተጠያቂ 2:- ተማሪዎቹ አንዳንድ ጊዜ አዊኛ ቋንቋን በክፍል ውስጥ ይጠቀሙታል (ለምሳሌ ጥያቄዎችን ለመጠየቅ)።
 - ተጠያቂ 3:- አብዛኞቹ ተማሪዎች ከእኔ ጋር ለመግባባት በብዛት አማርኛን ይጠቀማሉ፣ ነገር ግን አንዳንድ ጊዜ ከእኔ ጋር ጥሩ መስተጋብር ለመፍጠር አዊኛ ቋንቋ ይጠቀማሉ።
 - ተጠያቂ 4:- አብዛኞቹ ተማሪዎች ከኔ ጋር ለመግባባት ብዙ ጊዜ አማርኛን መጠቀም ይፈልጋሉ ይህም ሚያመለክተው ቋንቋውን ያለ ፍላጎት እንደሚማሩ ነው።
 - ተጠያቂ 5:- በቁጥር አብዛኞቹ ተማሪዎች በክፍል ውስጥ በሚያደርጉት የእለት ተእለት ግንኙነት አማርኛን በብዛት ይጠቀማሉ።
 - ተጠያቂ 6:- በእኔ እይታ አብዛኞቹ ተማሪዎች ከመምህራኖቻቸው እና ከጓደኞቻቸው ጋር ለመነጋገር አማርኛ ቋንቋ ይጠቀማሉ። ነገር ግን ከኔ እና ከሌሎች ጋር ለመግባባት አዊኛ ቋንቋን የሚጠቀሙ ተማሪዎች ጥቂት ናቸው። አንዳንዶቹ ደግሞ ከእኔ እና ከጓደኞቻቸው ጋር ሲነጋገሩ አማርኛ - አዊኛ ቃላትን በመቀላቀል ለማውራት ይሞክራሉ።
 - ተጠያቂ1-6 (ከክፍል ውጭ (ለምሳሌ በእረፍት ጊዜ):- አብዛኞቹ ተማሪዎቹ ከእኔ ጋር ለመግባባት አማርኛን ይጠቀማሉ።ነገር ግን አንዳንድ ተማሪዎች ከእኔ ጋር ጥሩ መስተጋብር ለመፍጠር አዊኛ ቋንቋን ለመጠቀም ይሞክራሉ።
 - ተጠያቂ 1- (ከትምህርት ቤት ውጭ (ለምሳሌ በመንገድ፣ በገበያ፣ በቤተ ክርስቲያን...ወዘተ) ተማሪዎች ከትምህርት ቤቱ ግቢ ውጭ ከኔ ጋርም ሆነ እርስ-በርስ ለመግባባት አማርኛን አዘውትረው በመጠቀም ሲግቡ ነው የምንመለከተው።
 - ተጠያቂ 2: ተማሪዎች ከትምህርት ቤቱ ግቢ ውጭ አማርኛ ቋንቋን በብዛት ይጠቀማሉ።
 - ተጠያቂ 3: አብዛኞቹ ተማሪዎች ከትምህርት ቤቱ ግቢ ውጭ አማርኛ ቋንቋን ነው ሚጠቀሙት
 - ተጠያቂ 4: ተማሪዎች ከትምህርት ቤቱ ግቢ ውጭ ከኔ ጋር ለመግባባት አማርኛን አዘውትረው ይጠቀማሉ።

- ተጠያቂ 5፡ ተማሪዎች ከትምህርት ቤቱ ግቢ ውጭ ቋንቋን ይጠቀማሉ
- ተጠያቂ 6፡ (ከትምህርት ቤት ውጭ (ለምሳሌ በመንገድ፣ በገበያ፣ በቤተ ክርስቲያን...ወዘተ) ተማሪዎች ከትምህርት ቤቱ ግቢ ውጭ ከኔ ጋርም ሆነ እርስ-በርስ ለመግባባት አማረኛን አዘውትረው በመጠቀም ሲገባቡ ነው የምንመለከተው።

ጠያቂ፡- ትምህርት ቤትዎ በቂ የመምህራን መምሪያ፣ ሥርዓተ ትምህርት እና ተጨማሪ የንባብ መጽሀፍቶች አሉት?

- ተጠያቂ1-6፡- በዳንግላ ወረዳ እና ክፍለ ከተማ የሚገኙ ትምህርት ቤቶች በቂ የአዊኛ መምሪያ መጽሀፍት፣ የመምህራን መምሪያ እና ተጨማሪ የማጣቀሻ መጽሀፍቶች የሉትም። ስለዚህ የሚመለከተው አካል ጉዳዩን በግልፅ መፍታት ከአልቻለ ቋንቋውን ለማስተማር ሆነ ተማሪዎች ቋንቋውን በመማር ላይ ያላቸውን አሉታዊ አመለካከት ለመቀየር አስቸጋሪ ነው ።

3. ሐ:- የተማሪዎች ውይይት

የውይይት ጠያቂው ስም: እንደሻው አለሙ

ቀን: 16.8.2015.

ውይይቱ ለ 2:30' አካባቢ ቆይቷል

**የውይይቱ ተሳታፊዎች:- የሁለተኛ ደረጃ የአዊኛ ቋንቋ ተማሪዎች በዳንግላ ወረዳና ክፍለ-
ከተማ**

ውይይቱ የተካሄደው በትምህርት ቤቱ ግቢ ውስጥ ነው።

ከመቅረጻ ድምጽ ወደ ጽሁፍ የተለወጠ ከቡድን ተማሪዎች የተገኘ የመጠይቅ መልስ

የውይይቱ ጠያቂ:- በክፍል ውስጥ አዊኛ ቋንቋን ስትማሩ በትክክል ትረዱታላችሁ?

- ቡድን 1:- አዎ፣ ምክንያቱም አዊኛ የሀገር ውስጥ ቋንቋ ነው። ስለሆነም በክፍል ውስጥ አስተማሪው ያለውን ሁሉንም ነገር በቀላሉ መረዳት እንችላለን።
- ቡድን 2:- በርዕስ ጉዳዩ ክፍሎች አስቸጋሪነት እና ቅለት ላይ የተመሰረተ ነው።
- ቡድን 3:- አንረዳውም ምክንያቱም ብዙ ጊዜ መምህሩ ለሚናገረው እና ለሚያስተምረው ነገር ትኩረት አንሰጥም፣ በግልጽ ለመናገር ቋንቋውን ለመማር ፍላጎት የለንም።
- ቡድን 4 እና 5:- በክፍል ውስጥ አዊኛ ቋንቋን ስንማር መምህራችን ወደ አማርኛ ከተረጉመልን ቋንቋውን ልንረዳው እንችላለን ነገር ግን መምህሩ የሚናገረውን ካልተረጎመልን ግን ልንረዳው አንችልም።
- ቡድን 5: መምህሩ የሚናገረውን ካልተረጎመልን ግን ልንረዳው አንችልም።
- ቡድን 6:- ስንማር ቋንቋውን አንረዳውም።

የውይይቱ ጠያቂ:- በክፍል ውስጥ ጥያቄዎችን ለመጠየቅ ወይም ለመመለስ አዊኛ ቋንቋን ትጠቅማለህ/ሽ

- ቡድን 1: አይ፣ በአብዛኛው አዊኛ ቋንቋን የምንጠቀመው ጥያቄዎችን ለመጠየቅ እና ለመመለስ ነው።

- ቡድን 2: አዎን፣ አንዳንድ ጊዜ በክፍል ውስጥ በአስተማሪው የሚጠየቁትን ጥያቄዎች ለመመለስ ለመጠየቅ እና ጥያቄዎችን ለመጠየቅ አዊኛ ቋንቋን እንጠቀማለን።
- ቡድን 3: አንጠቀምም ምክኔያቱም መልስ ለመስጠት እና ጥያቄዎችን ለመጠየቅ አዊኛ ቋንቋን መጠቀም ከባድ ስለሆነ።
- ቡድን 4: አይ፣ ብዙ ጊዜ አማርኛን በብዛት የምንጠቀመው በክፍል ውስጥ ያሉትን ጥያቄዎች ለመጠየቅ እና ለመመለስ ነው።
- ቡድን 5: አዎን፣ አንዳንድ ጊዜ መልስ ለመስጠት አዊኛ ቋንቋን እንጠቀማለን፣ ነገር ግን ጥያቄዎችን ለመጠየቅ አንጠቀምም። በክፍል ውስጥ ያሉ ጥያቄዎችን ለመጠየቅ እና ለመመለስ ብዙ ጊዜ አማርኛን ነው ምንጠቀም።
- ቡድን 6: አይ፣ መልስ ለመስጠት ይሁን ጥያቄዎችን ለመጠየቅ አዊኛ ቋንቋን አንጠቀምም።

የውይይቱ ጠያቂ:- :- በትምርት ያገናኙሁትን ግንዛቤ ከአካባቢዎ ተጨባጭ ሁኔታ ጋር ለማያያዝ አዊኛ ቋንቋ ይጠቅማል ብላችሁ ታስባላችሁን?

- ቡድን 1: አይ፣ የአዊኛ ቋንቋ ያለንን ግንዛቤ ከአካባቢያችን ተጨባጭ ሁኔታ ጋር ለማያያዝ ይጠቅማል ብለን አናምንም።
- ቡድን 2: አይ፣ በርዕስ ጉዳይ ላይ ያለንን ግንዛቤ ከአካባቢያችን ተጨባጭ ሁኔታ ጋር ለማያያዝ አዊኛ ቋንቋ ለመጠቀም ሞክረን አናውቅም። የአዊኛ ቋንቋን ማወቅ ከአካባቢው ተጨባጭ ሁኔታ ጋር ለማያያዝ የራሱ ጥቅም አለው ብለን እናስባለን ነገርግን ቋንቋ በራሱ ለመጠቀም በጣም ከባድ ነው።
- ቡድን 4: አዎን፣ አንዳንድ ጊዜ ስለ ጉዳይ ያለንን ግንዛቤ ከአካባቢያችን ተጨባጭ ሁኔታ ጋር ለማያያዝ አዊኛ ቋንቋ እንጠቀማለን።
- ቡድን 3 : አዊኛ ቋንቋ በይዘቱ ያለንን ግንዛቤ ከአካባቢያችን ተጨባጭ ሁኔታዎች ጋር ለማያያዝ ትልቅ ሚና ይጫወታል ነገርግን መረዳታችንን ከነባራዊ ሁኔታዎች ጋር ለማያያዝ ሞክረን አናውቅም።
- ቡድን 5: አዊኛ ቋንቋ በይዘቱ ያለንን ግንዛቤ ከአካባቢያችን ተጨባጭ ሁኔታዎች ጋር ለማያያዝ እንደሚጠቅም እናውቃለን ነገርግን መረዳታችንን ከነባራዊ ሁኔታዎች ጋር ለማያያዝ ሞክረን አናውቅም።

- ቡድን 6: የሁለት ቋንቋ ተናጋሪ (አዊኛ- የአማርኛ) መሆናችን ለንግግራችን ልዩ ጥቅም አለው ምክንያቱም ሁለቱን ቋንቋዎች በመጠቀም የተለያዩ ጉዳዮችን እንወያያለን ።

የውይይቱ ጠያቂ:- :- የአዊኛ ቋንቋን እንደ ቋንቋ ለመማር ያለዎት አመለካከት እና ተነሳሽነት ላይ አሉታዊ ተፅእኖ የሚያሳድሩ ምክንያቶችን መጥቀስ ይችላሉ?

- ቡድን 1: በራስ መተማመን ማጣት፣ ከአኛ የባህል ዳራ ከሚመጡ ተማሪዎች ጋር ጥሩ ግንኙነት አለመኖሩ፣ ቋንቋን የመማር ፍላጎት ማጣት፣ የብሄር ተኮር ስሜት መኖር፣ ጥሩ የሆነ ግላዊ ግንኙነት ማጣት፣ ጥሩ ያልሆነ ያለፈ የህይወት ተሞክሮ፣ ከወላጆች ማበረታቻ ማጣት ፣ እና ለቋንቋ ተናጋሪዎች የለን አሉታዊ አመለካከት ጥቂቶቹ ናቸው።.
- ቡድን 2: ቋንቋን የመማር ፍላጎት ማጣት፣ የብሄር ተኮር ስሜት መኖር፣ ጥሩ የሆነ ግላዊ ግንኙነት ማጣት፣ ጥሩ ያልሆነ ያለፈ የህይወት ተሞክሮ፣ ከወላጆች ማበረታቻ ማጣት ፣ እና ለቋንቋ ተናጋሪዎች የለን አሉታዊ አመለካከት ጥቂቶቹ ናቸው።
- ቡድን 3: በራስ መተማመን ማጣት፣ ከአኛ የባህል ዳራ ከሚመጡ ተማሪዎች ጋር ጥሩ ግንኙነት አለመኖሩ
- ቡድን 4: የብሄር ተኮር ስሜት መኖር፣ ጥሩ የሆነ ግላዊ ግንኙነት ማጣት፣ ጥሩ ያልሆነ ያለፈ የህይወት ተሞክሮ፣ ከወላጆች ማበረታቻ ማጣት ፣ እና ለቋንቋ ተናጋሪዎች የለን አሉታዊ አመለካከት ጥቂቶቹ ናቸው።
- ቡድን 5:የመንግስት ድጋፍ ማነስ፣ ትኩረት አለመስጠት፣ የአዊኛ አጋዥ መጽሀፍቶችን በጊዜ አለመጠቀም፣ የቋንቋው አስቸጋሪነት ወዘተ።
- ቡድን 6: የብሄር ተኮር ስሜት መኖር፣ ጥሩ የሆነ ግላዊ ግንኙነት ማጣት፣ ጥሩ ያልሆነ ያለፈ የህይወት ተሞክሮ፣ ከወላጆች ማበረታቻ ማጣት ፣ እና ለቋንቋ ተናጋሪዎች የለን አሉታዊ አመለካከት ወዘተ.

Appendix 3

Sample interview: transcript

3. A, student's interview

The interviewer name: Endeshaw Alemu.

Date: 24.8.2015.

The interview lasted for approximately 2:30'

Interviewee's: secondary school students in Dangila woreda and town.

Location: the interview took place in the school compound

Transcription Notes:

The recording has been retained by the researcher for research analysis purposes to achieve the objective of the study and to improve analysis, filters and false starts have been removed from the transcribed texts.

The whole interviewed responses have been translated from Amharic to English. The translation has been checked and verified by my research advisors.

1. Interviewer: what are the factors that negatively affect the learners' attitudes and motivations towards learning Awign language?

Interviewee 1: There are no many Awign native speakers available in the school compound and outside the school compound to teach the language, teachers' lack of proficiency both in

Awign language and in teaching Awign, lack of positive feedback from teachers, lack of encouragement from parents and the societies.

Interviewee 2: There are no many Awign native speakers available in the school compound and outside the school compound to teach the language, lack of encouragement from parents and the societies.

Interviewee 11: There are no many Awign native speakers available in the school compound and outside the school compound to teach the language, teachers' lack of proficiency both in Awign language and in teaching Awign,

Interviewee 3: Lack of support from the government, lack of attention, lack of using Awign reference materials in time, the difficulty nature of the language,

Interviewee 5: lack of encouragement from my family, lack of encouragement programs in the school (Awign day program), lack of my interest and motivation towards the language, peer pressure... etc.

Interviewee 9: Lack of support from the government, lack of attention, lack of using Awign reference materials in time, the difficulty nature of the language,

Interviewee 12: lack of practice, prejudice, ethnocentrism, negative attitudes of the language speakers.

Interviewee 4: Lack of interest to learn the language, lack of awareness on the importance of the language, and lack of reference materials supported by Google.

Interviewee 6: Fear of making mistakes, giving emphasis on some parts of the language skills for my exam only, lack of knowledge on basic skills.

Interviewee 5: Negative perception towards the target language community, lack of enough Awign textbooks, and lack of confidence when I learn Awign language.

Interviewee 7: Lack of interest to learn the language, lack of motivation, negative perception towards the target language community, lack of enough Awign textbooks and lack of confidence when I speak Awign language.

Interviewee 8: Lack of interest to learn the language, lack of motivation, lack of enough Awign textbooks, and lack of confidence when I give answers.

Interviewee 10: lack of encouragement from my family, Lack of interest to learn the language, lack of awareness on the importance of the language, and lack of reference materials supported by Google.

2. Interviewer: For what purpose do you use Awign language in the classroom?

Interviewee 1: nothing

Interviewee 3: I do not like learning and using Awign language because I think that Awign language was not enabled me to communicate with people from different language groups. In addition, Awign is not a medium of instruction and it is not a key for communication.

Interviewee 4: I do not like learning and using Awign language because Awign is not a medium of instruction and it is not a key for communication.

Interviewee 5: I sometimes use Awign language in the classroom for different purposes like asking questions, giving feedback when the teacher asked questions, to interact with each other during group discussion, to communicate with teachers and to create good language interaction; To share ideas with classmates especially from Awign native speakers and construct closed relationships.

Interviewee 7: I sometimes use Awign language in the classroom for different purposes like to share ideas with classmates especially from Awign native speakers and construct closed relationships.

Interviewee 2: I was not used Awign language in the classroom for any purpose because Awign language is not my mother tongue as far as Amharic language is my mother language.

Interviewee 6: I don't use Awign language for any purpose because Awign language is not always practiced inside and outside the school (even there is no Awign day in the school).

Interviewee 8: I use Awign language in the class room only to pass the exams.

Interviewee 9: I cannot use Awign language in the class room because the language by itself is difficult in nature.

Interviewee 10: I use Awign language rarely to give greeting for my teacher, to do my class work given by my teacher.

Interviewee 11: I don't use Awign language in the classroom, because of the following reasons:

- Awign language is not my mother tongue as far as Amharic language is my mother language.
- Awign language is not always practiced inside and outside the school (even there is no Awign day in the school).
- Other subjects are taught in Amharic and in English rather than in Awign language although it is given as a course.

Interviewee 12: I don't use Awign language in the classroom, because Awign language is not my mother tongue as far as Amharic language is my mother language.

3. Interviewer: What is your attitude towards learning Awign language?

Interviewee 1: I have positive beliefs or attitudes towards the learning of Awign language in some extent.

Interviewee 2: I am not interested to learn Awign language.

Interviewee 3: I don't like to learn Awign language because it is difficult to learn.

Interviewee 4: I am unwilling to use and learn Awign language because learning Awign language in the secondary school is waste of time

Interviewee 5: I am not interested to learn and to use Awign language.

Interviewee 7: I am not interested to learn Awign language.

Interviewee 6: I have a little interest to learn Awign language.

Interviewee 10: I don't like to learn Awign language because my parents don't encourage me to learn Awign language rather they encourage me to learn Amharic and English.

Interviewee 8: I am unwilling to use and learn Awign language, and I am not competent enough to make a good instruction with my friends in Awign language because learning Awign language in the secondary school is waste of time since it is not included in the Ethiopian national exam.

Interviewee 9: I am unwilling to use and learn Awign language, and I am not competent enough to make a good instruction with my friends in Awign language

Interviewee 10: I am unwilling to use and learn Awign language.

Interviewee 11: I am not competent enough to make a good instruction with my friends in Awign language

Interviewee 12: I am unwilling to use and learn Awign language because learning Awign language in the secondary school is waste of time since it is not included in the Ethiopian national exam.

4, Interviewer: Which language do you use most frequently in your day to day communications?

Interviewee 1: I don't use Awign language in my day-to-day interaction because it is not my mother tongue.

Interviewee 2: I use Awign language a little bit.

Interviewee 3: I use Amharic most frequently in my day-to-day interaction because it is my mother tongue, and Amharic is country's language.

Interviewee 4: I don't use Awign language because Awign language is not a countrywide language.

Interviewee 5: I am not competent enough to make a good instruction with my friends in Awign language because it is not my mother tongue.

Interviewee 7: I use Amharic language in my day to day communication because I am not fluent in Awign language, so, I did not want to speak in Awign language.

Interviewee 8: I use Amharic most frequently in my day-to-day communication because my families and friends speak Amharic most frequently and most populations inhabited in Dangila woreda and in the sub-city speak Amharic; so I like to speak Amharic.

Interviewee 10: I use Amharic most frequently in my day-to-day communication because it is my mother tongue, and Amharic is country's language.

Interviewee 12: I use Amharic most frequently in my day-to-day communication because it is my mother tongue, and Amharic is country's language, not only this but also, most populations inhabited in Dangila woreda and in the sub-city speak Amharic; so I like to speak Amharic.

Interviewee 6: Although I am Awign mother tongue speaker, I used my second language – Amharic most frequently than my mother tongue language in my day-to-day communication because Amharic is spoken most widely in Dangila woreda and sub-city.

Interviewee 9: I use my second language –Amharic most frequently than my mother tongue language in my day-to-day communication because Amharic is spoken most widely in Dangila woreda and sub-city.

Interviewee 11: I am fluent in Awign because Awign gives me confidence when they use it in my day to day communication.

3. B, teachers' interview transcripts

The interviewer name: Endeshaw Alemu.

Date: 25.8.2015.

The interview lasted for approximately 2 o'clock

Interviewee's: secondary school Awign language teachers in Dangila woreda and town.

Location: the interview took place in the school compound

1. Interviewer: How do you explain the attitudes and motivations of your students towards the learning of the language?

Interviewee 1: the majority number of students have negative attitude towards learning Awign language.

Interviewee 2: The majority of the learners have a pessimistic view towards learning in Awign language, to the contrary a small number of students have an optimistic view towards the learning of Awign language.

Interviewee 3: some students are interested to learn Awign language in the school compound and outside the school compound. But most students do not have interest to learn the language.

Interviewee 4: The overall majority of the students do not have interest to learn Awign language in the school compound and outside the school compound. Because of the following major reasons:

- Students assume that they will not get much knowledge through local languages (Awign language).
- They consider that learning Awign language does not have opportunities to work elsewhere.

Interviewee 6: The overall majority of the students do not have interest to learn Awign language in the school compound and outside the school compound. Because they consider that learning Awign language does not have opportunities to work elsewhere.

Interviewee 5: The majority of the students have negative attitude to learn Awign language in the school compound and outside the school compound because the parents of the students' are not happy when their children learn Awign language rather they are happy when their children's learn Amharic language. And some of the students think that, in the university or college level Awign language has no continuity. So they think that learning the language is west of time.

2. Interviewer: What factors negatively affect the attitudes and motivations of your students towards the learning of Awign language as a language?

Interviewee 1: Actually there are plenty of factors that influence the learners' attitude and motivation. For instance lack of encouragement from his or her family, lack of encouragement programs in the school (Awign day program), lack of their own interest and motivation towards the language, peer pressure etc.

Interviewee 3: In my point of view the most serious factor that influences the students' attitude and motivation is the lack of parental involvement to their children on the learning

and usage of Awign language because the parents of the students' are not happy when their children learn Awign language rather they are happy when their children's learn Amharic language.

Interviewee 4: Fear of making mistakes, giving emphasis on some parts of the language skills for their exam only (the Ethiopian National Examination) like Amharic and English, lack of Awign language exposure, lack of knowledge on basic skills.

Interviewee 2: Lack of interest to learn the language, lack of motivation, negative perception towards the target language community, lack of enough Awign textbooks for all students, and lack of confidence when they give answers.

Interviewee 5: Negative perception towards the target language community, lack of enough Awign textbooks for all students, and lack of confidence when they give answers.

Interviewee 6: The absence of equivalent Awign versions of Amharic words and Amharic versions of Awign words were some of the problems influenced the learners' attitude and motivation.

3. Interviewer: What do you do to make the students speaking in Awign language inside and outside the classroom?

Interviewee 1: I encourage my students to speak in Awign language in the school compound and outside the school compound.

Interviewee 2 and 3: I encourage my students by giving a piece of advice on the importance of learning Awign language as a language.

Interviewee 4: First I encouraging the learners to learn their own language then they can learn any other languages. I believe that if my students learn in their own language, they will easily understand their environment, learn quickly, and establish good confidence among their students' community members.

Interviewee 5: I have encouraged the learners to speak in Awign inside and outside the classroom. If you speak different languages, it is important to work anywhere with everyone.

Interviewee 6: I have encouraged the learners to speak in Awign inside and outside the classroom.

4. Interviewer: Which language(s) do your students use to address you in one of each of the following circumstances?

I. Inside the classroom (for example to ask questions)

II. Outside the classroom (for example during break time in the school)

III. Outside the school area (for example, in the street, in the market, in the church...etc.)

Interviewee 1(in case inside the class room): Some students sometimes use Awign language for instance, to ask questions, to give greetings, to discuss with classmates and teachers.

Interviewee 2: The students sometimes used Awign in the classroom (for example, to ask questions).

Interviewee 3: Majority numbers of the students use Amharic most frequently to make an instruction with me, but sometimes they use Awign language to have a good interaction with me.

Interviewee 4: Majority of students wants to use Amharic most frequently to communicate with me and they learn and use the language without interest.

Interviewee 5: The largest portion of the students used Amharic most frequently in their day-to-day communication inside the classroom.

Interviewee 6: In my view, majority of the students use Amharic language to communicate with their teachers and friends. But, there are a small numbers of students who use pure Awign language to communicate with me and with others and some of them they mix Amharic- Awign words when they communicate with me and their friends.

Interviewee 1: (Outside the classroom (for example during break time in the school): majority of my students use Amharic to communicate with me. But some of the students try to use Awign language to make a good instruction with me and with their friends.

Interviewee 2: Majority of my students use Amharic most frequently to communicate with me.

Interviewee 3: Some of my students use Awign language; some of them use Amharic to communicate with me.

Interviewee 4: Majority of my students uses Amharic to communicate with me, but there are some students that they speak Awign fluently with me.

Interviewee 5: Majority of my students use Amharic most frequently to communicate with me.

Interviewee 6: majority of my students use Amharic to communicate with me. But some of the students try to use Awign language to make a good instruction with me and with their friends.

Interviewee 1: Outside the school area (for example, in the street, in the market, in the church....etc.): Students used Amharic to interact with each other outside the school compound.

Interviewee 2: Students used Amharic out side the school mostfrequently.

Interviewee 3: Most Students used Amharic outside the school.

Interviewee 4: outside the school compound majority of the students used Amharic most frequently to instruct with me.

Interviewee 5: Students used Amharic out side the school area.

Interviewee 6: Outside the school area, for example, in the street, in the market, majority of our students used Amharic to interact with each other outside the school compound.

5. Interviewer: Does your school have enough teachers' guide, a syllabus and additional reading materials?

Interviewee 1-6: The school which found in Dangila woreda and the sub city does not have enough Awign text book, teacher guides, and additional referencing materials. So the

concerned body should solve the problems unless and otherwise it is difficult to teach the subject clearly and it is difficult to change the negative perceptions of the learners towards the learning of the language as a language.

3. C, The students FGD

The FGD interviewer name: Endeshaw Alemu

Date: 16.8.2015.

The FGD lasted for approximately 2:30'

FGD participants: secondary school Awign language students in Dangila woreda and town.

Location: the FGD took place in the school compound

1. FGD interviewer: Did you understand when you learn Awign language in the classroom?

FGD group 1: yes, because Awign is a local language, and we can understand Awign language, and we can understand everything what the teacher side easily in the classroom

FGD group 2: It depends on the difficulty nature of the portions of the subject.

FGD group 3: No, because most of the time we did not give attention what the teacher said, frankly speaking we don't have interest to learn the language.

FGD group 4: it depends, we can understand the language if the teachers translate it into Amharic when we learn Awign language in the class, but if the teacher can't translate what he or she says we can't understand the language.

FGD group 5: if the teacher can't translate what he or she says we can't understand the language.

FGD group 6: We can't understand the language when we learn the language.

2. FGD interviewer: Did you use Awign languages to ask or to answer questions in the classroom?

FGD group 1: No, mostly we don't use Awign language to ask and answer questions.

FGD group 2: Yes, We sometimes use the language to ask and to answer questions that are asked by the teacher in the classroom.

FGD group 3: No, actually it is difficult to use Awign language to give answers and ask questions.

FGD group 4: No, most of the time we use Amharic most frequently to ask and to respond the questions in the classroom.

FGD group 5: Yes, We sometimes use Awign language to give answers, but we did not use to ask questions. We use Amharic most frequently to ask and to respond the questions in the classroom.

FGD group 6: No, we don't use Awign language to give answers and to ask questions.

3. FGD interviewer: Do you believe that Awign language is used to associate your understanding of the subject to real situation of your environment?

FGD group 1: No, we don't believe that Awign language is used to associate our understanding of the subject to real situation of our environment

FGD group 2: No, we would not like to promote on the use of Awign language to associate our understanding of the subject with the real situations of their environment, knowing Awign languages has its own advantage to associate the real things in the environment but the language by itself is very difficult to use in the real situations.

FGD group 4: Yes, sometimes we use Awign language to associate our understanding of the subject to the real situation of our environment.

FGD group 3: Awign language plays a great role to associate our understanding of the content to the real situations of our environment, but we can't implement it to associate our understanding to the real situations.

FGD group 5: we know Awign language is important to associate our understanding of the content to the real situations of our environment, but we can't implement it to associate our understanding to the real situations.

FGD group 6: Awign- Amharic bilingualism has a special benefit for our speech community because we discuss different issues by using the two languages and we can associate our understanding of the subject to the real situations to their environment.

4. **FGD interviewer:** Could you mention the factors that negatively affect your attitudes and motivations towards the learning of Awign language as a language?

FGD group 1: Lack of confidence, lack of good relationships with students who come from Awi cultural backgrounds, lack of interest to learn the language, the feeling of ethnocentrism, lack of good personal relationships, past life experience, lack of parental encouragement, and negative attitudes of the target language speakers are some of the factors.

FGD group 2: lack of interest to learn the language, the feeling of ethnocentrism, lack of good personal relationships, past life experience, lack of parental encouragement, and negative attitudes of the target language speakers are some of the factors.

FGD group 3: Lack of confidence, lack of good relationships with students who come from Awi cultural backgrounds,

FGD group 4: the feeling of ethnocentrism, lack of good personal relationships, past life experience, lack of parental encouragement, and negative attitudes of the target language speakers are some of the factors.

FGD group 5: Lack of support from the government, lack of attention, lack of using Awign reference materials in time, the difficulty nature of the language,

FGD group 6: the feeling of ethnocentrism, lack of good personal relationships, past life experience, lack of parental encouragement, and negative attitudes of the target language speakers are some of the factors.